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ABSTRACT

This report contains the proceedings of a conference convened to build on the work of those pioneering better teaching and learning techniques for boys. Teachers at the conference were asked to present their schools' experiences in a case study format to maximize the learning and discussion among participants. The report begins with a schedule of the conference, floor plans, and a subject listing of the workshop papers. The workshop papers are organized into four main subject areas. Section one, "Building Self Confidence in Boys," contains the following keynote and workshop papers: (1) "Self Control and Self Confidence for Boys: The Development of the Rock and Water Course"; (2) "Physical-Social Work with Boys"; (3) "Recognising and Dealing with Depression"; (4) "Case Studies: Indigenous Boys Programs"; and (5) "Managing Boys' Disruptive Behaviour in the Classroom." Section two, "Making It Safe To Be Different," contains the following keynote and workshop papers: (1) "The Missing Link? New Ideas about Homophobia and the Health and Welfare of All Men and Boys"; (2) "Addressing Homophobia"; (3) "Teaching Boys Introspection"; (4) "Case Studies: Bullying, Welfare and Mentoring"; and (5) "Using Games To Teach Social Skills." Section three, "Reading, Writing and Counting," contains the following keynote and workshop papers: (1) "Useful Finding from Research in Literacy/Numberacy Teaching and Learning for Boys and Girls"; (2) "Learning Styles"; (3) "Engaging Reluctant Learners"; (4) "Case Studies: Raising Boys Achievement"; and (5) "Single Sex Classes--Do They Work for Boys and Girls?" Section four, "Building Support for Boys," contains the following workshop papers: (1)

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"Building Capacity for Working with Boys at Risk"; (2) "Utilising Difference: Clarifying Roles for Men and Women Teachers"; (3) "Case Studies: Giving Boys Options"; and (4) "Building Empathy in Boys through Restorative Justice." The report concludes with a delegate list, a description of the Men and Boys Program, sponsor list, and contact details. (SD)

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ED 447 905

Teaching Boys Developing Fine Men Conference

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August 21st & 22nd

Brisbane Carlton Crest Hotel & Brisbane City Hall

Teaching Boys Well • Building Resilience and Purpose • Supporting Indigenous Boys

An initiative of the Men and Boys Program of the Family Action Centre, The University of Newcastle

PS 028984

The University of Newcastle Australia

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The UNIVERSITY of NEWCASTLE
AUSTRALIA

Teaching Boys Developing Fine MEN

Conference

Carlton-Crest Hotel Brisbane
&
Brisbane City Hall

Conference Team
Richard Fletcher, Michelle Gifford, Deborah Hartman, Megan McIlveen, Judi Geggie, with Rollo Browne and Alan Tulloch

Men and Boys Program, Family Action Centre
University of Newcastle, Callaghan, NSW, 2308, Australia
Web Site: http://www.newcastle.edu.au/department/fac/boys

The Men and Boys Program

at the

Family Action Centre, The University of Newcastle

would like to especially acknowledge

our sponsors

Queensland Health Young People at Risk Program

Commonwealth Department of Health and Aged Care

Brisbane City Council

Qantas and Impulse Airlines

We would also like to thank all participating schools, performers and conference presenters who have given freely of their time to make this conference a great success.

Participating Boys in this conference are

Trinity Bay State High School, Qld

Ben Thompson
Kevin Thomas
Jermaine Meeks
Shane Mudry
Matthew Guliver
Ryan Eales
David Mackinnon
Robert McDougall

St. Laurence's College, Qld

Jack Crowther
Tim Croft
Sean Wing
John Riddel
Tony Le
Cliffe Ritchie
Nicholas Jandricic
Tom Downey
Kurt Winter
Brendan Carrigan
Michael Webb

Abergowrie College, Qld

Michael Carey
Edwin Sohun
Michael Browne

St Puis X, NSW

Michael Laing
Daniel Ryan
Brendan Quinn
Theo. Mavratzakis
Leigh Furner
Peter Cassey
Marc Barnes
Dylan Oakes
Daniel Farrugia
Cameron Huges
Joe Hamilton
Stuart Turnball
Tristan Botha
Stuart McDonald
Josh Kelly

And Boys from Brisbane State High School, Qld

The Artist's in Residence for this conference are

Alan Tulloch with Griffith University College of Art Students - Tony Albert, Maxie Bero, Michael Broderick, Marty Gertz, Khan Pitt and Nigel Stafford.

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TEACHING FOR RESILIENCE AND PURPOSE IN OUR BOYS

Richard Fletcher, Men and Boys Program, Family Action Centre

In May this year, the Business Review Weekly listed the 200 wealthiest people in Australia. Women were conspicuously absent, only four appeared in the top 50 and most of these were listed with their partner. We males, it would appear, are doing well in the financial stakes. As this conference gets underway and we are approaching the end of the football season and the lead up to the 2000 Olympics, the media coverage given to male sporting figures will show clearly that in the arena of sporting competition males also gain recognition, prestige and rewards. So what about the boys?

If males get the best jobs, make the most money, are showered with recognition for their sporting achievement, it would be easy to assume that boys also must be doing fine. The reality is different. In our schools, homes and hospitals a contrary picture emerges. Boys' poor results in literacy, academic achievement, school suspension, suicide and violence are rightly worrying teachers and parents. Over recent years this worry has resulted in schools and parent groups in all areas of Australia seeking ways to motivate and encourage boys, to lift their hopes and engage them in learning. But solutions haven't been easy to find. While many initiatives report encouraging results, few would claim to have fully met the needs of boys in our community. This conference aims to build on the admirable work of those pioneering better teaching and learning for boys. It also aims to sharpen our focus on boys' development, not just into reasonably competent adults, but into fine men.

Our teaching of boys must be based on a positive approach. How can we use the daily encounters of boys and teachers to promote the males that we wish for in our community? This is a central theme of the conference. We are after good teaching that builds resilience and purpose. The notion of resilience has been adopted among health workers in their work with young men because it suggests a more positive approach than simply identifying those 'at risk'. However, resilience is the least we should aim for. Purpose is also important. Boys without a sense of who they might be, boys without a sense of what a fine man might look like, will find it hard to have much sense of purpose as they emerge from boyhood to manhood. Among indigenous communities, traditional ways of establishing the shift from boyhood to manhood are recognised as important elements of the culture. While it would not be appropriate for non-indigenous to simply copy these rituals, we can acknowledge the boys' need for assistance and guidance to make the transition to manhood. Indigenous boys' also need assistance in schools. Our lack of attention to boys' needs in general has meant that indigenous boys' needs have also been overlooked. There is mutual benefit in learning to support indigenous boys in schools. By doing so, we can assist those students with the worst outcomes in education. But we can also learn from indigenous boys and their communities how we might support all boys.

The conference also strives for a balance between identifying the problems and finding solutions. We do not want to rush into ill thought out band-aid solutions. It is important to document and analyse the statistical and experiential evidence that boys are not doing well. At the same time we wish to highlight the many significant initiatives from around Australia which have been developed at the school and regional level.

Teachers from early primary through to year twelve have been asked to present their schools' experiences in a case study format to maximise the learning and discussion among participants. A number of the workshops also involve practical physical activity - a key element in strategies which try to take account of boys' individual preferences in learning. We have also ensured that boys are included as presenters (rather than as objects of discussion) in this conference. Encouraging boys to speak up is, we believe, a fundamental strategy to engage boys in the task of making schools a better place for all. Supporting boys to articulate their hopes, wishes and ideas is an important step in their taking responsibility for improving the learning environment, to benefit us all.

GENERAL CONFERENCE INFORMATION

A CONFERENCE MURAL
MARKING THE JOURNEY - BOYHOOD TO MANHOOD

During the two days of the *Teaching Boys Developing Fine Men Conference* participating boys will be invited to be involved in the production of a group mural. Conference Artists in Residence Alan Tulloch, Tony Albert, Maxie Bero, Michael Broderick, Marty Gertz, Khan Pitt and Nigel Stafford from Griffith University College of Art will assist the boys to "make a mark" on the prepared mural boards. The theme of the mural will be Marking the Journey - Boyhood to Manhood.

The process will be ongoing during the conference and delegates are invited to drop in on the boys to observe and encourage the production.

CONFERENCE WORKSHOP SELECTIONS

It is NOT necessary to pre-select your preferred conference workshops, just go to the appropriate room at the advertised time.

CONFERENCE DINNER

If you have not already booked for the conference dinner to be held at the Carlton-Crest Hotel on Monday 21st August and you would like to attend, please see the registration desk before the end of morning tea. Tickets are $55.00 each, including GST, and exclude beverages.

ADDITIONAL MANUALS

A limited number of additional conference manuals are available from the registration desk if you are interested. Cost: $90.00, including GST.

The Family Action Centre
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AUSTRALIA

THE PROGRAM

Teaching Boys Developing Fine MEN

Conference

Carlton-Crest Hotel Brisbane
&
Brisbane City Hall

Monday, August 21, 2000

WELCOME ADDRESS

Presidential Ballroom **9:00am - 9:20am**

Welcome from Traditional Owners

Turrbal Songwoman Maroochy Barambah, Qld

Welcome to the boys from Trinity Bay High School, St Laurence's College, Abergowie College, St Puis X, and Brisbane State High School.

KEYNOTE 1: BILL SMITH - The Cultural Significance of A Boy Becoming A Man

Presidential Ballroom **9:20am - 9:50am**

The Cultural Significance of A Boy Becoming A Man (Fine Boys Becoming Fine Men)

Bill Smith is a founder and lifetime member of Awabakal Co-op. He is a respected elder in the Hunter region and is a delegate to the Federation of Aboriginal and Torres Strait Islander Languages. As a Kamilaroi Elder he has been particularly involved taking fine boys through their culture to become fine men. He does this with emphasis on family strengths and respects the important place that woman have in the culture.

Bill Smith, Awabakal Co-Op., NSW

KEYNOTE 2: FREERK YKEMA - Self Control and Self Confidence for Boys

Presidential Ballroom **9:50am - 11:00am**

Self Control and Self Confidence for Boys: the Rock and Water Program of the Netherlands

How do we teach social skills so that boys make changes on the inside? Linking self-control, self reflection and self-confidence. Building boys' spiritual life. A social skills course that boys like to do. Freerk Ykema is a Physical Education and Remedial teacher at Schagen in the north of The Netherlands. His school has approximately 2500 pupils, spread over different locations. In 1995, he trialed the draft Self-Defence and the Prevention of Violence for Boys course with five classes of boys at his high school. Since then he has developed the Rock and Water Course to address boys' motivation and self-confidence in primary and secondary schools. He continues to teach the boys in his school but also trains teachers to deliver the course.

Freerk Ykema, Physical Education & Remedial Teacher/ Consultant, NETHERLANDS

MORNING TEA - Grand Windsor Ballroom **11:00am - 11:30am**

CONCURRENT WORKSHOPS A, B, C, D 11.30am–1.30pm

Workshop A: Freerk Ykema - Physical-Social Work with Boys

Brisbane City Hall: Brisbane Room **11:30am - 1:30pm**

Physical-Social Work with Boys

In this hands-on workshop the skills involved in the twelve unit Rock and Water course will be demonstrated with boys from local schools.

Freerk Ykema, Physical Education & Remedial Teacher/ Consultant, NETHERLANDS

Monday Continued

Workshop B: Anthony Critchley - Recognising and Dealing with Depression

Roosevelt Room **11:30am - 1:30pm**

Recognising and Dealing with Depression
Anthony Critchley has worked with boys, young men and their families in a range of settings. He established and co-ordinates an adolescent mood disorders program with the Community Adolescent Mental Team (Hunter Area Health Service) and recently wrote the NSW State Curriculum for educating school, TAFE and health counsellors about adolescent depression. His workshop will prepare participants to address the particular aspects of male depression from their respective roles.
Anthony Critchley, Coordinator Adolescent Mood Disorders Program, Community Adolescent Team, NSW

Workshop C: Case Studies - "Indigenous Boys Programs"

Kennedy Room **11:30am - 1:30pm**

Two Schools present their work with indigenous boys.
An Environment for Indigenous Education - Abergowrie College
Elizabeth Wiemers, Abergowrie College, QLD
Aboriginal Boys, White Schools - How do they Learn?
Maureen Moran and Lee Murphy, Young and Powerful School, QLD

Workshop D: Greg Griffiths - Managing Boys' Disruptive Behaviour in the Classroom

Lincoln Room **11:30am - 1:30pm**

Managing Boys' Disruptive Behaviour in the Classroom
This workshop will apply to teaching in the standard classroom with standard (that is, few) resources. Participants will experience and observe strategies to address boys' behaviours and make teaching more productive for everyone.
Greg Griffiths, NSW Department of Education, NSW

LUNCH - Grand Windsor Ballroom and King George Room **1:30pm - 2:30pm**

KEYNOTE 3: A/PROF. DAVID PLUMMER - Policing Manhood

Presidential Ballroom **2:30pm - 3:20pm**

Policing Manhood
When do boys learn to use terms like "poof" and "homo"? How is homophobia related to classroom behaviour? Why doesn't logic convince boys not to put others down? How can schools ensure that all boys are safe to learn?
A/Prof. David Plummer, Sexual Health Physician, University of New England, NSW

AFTERNOON TEA - Grand Windsor Ballroom ***3:20pm - 3:45pm***

CONCURRENT WORKSHOPS E, F, G, H 3.45pm–5.30pm

Workshop E: A/Prof. David Plummer - -Policing Manhood

Roosevelt Room **3:45pm - 5:30pm**

Policing Manhood - Homophobia and the Social Construction of Men's Health and Welfare

The practical steps that schools can take in the playground, the classroom and on the way to and from school will be explored with examples from primary and secondary schools. Participants will investigate the personal skills to handle tricky questions from students, intervene in homophobic culture and support boys to be different.
A/Prof. David Plummer, Sexual Health Physician, University of New England, NSW

Workshop F: David Shores - Teaching Boys Introspection

Lincoln Room **3:45pm - 5:30pm**

Teaching Boys Introspection

The Social Education Program uses young males' attraction to physical risk taking, to create an interest in, and an understanding of, our intra personal experiences and how these experiences can be used to create more positive relationships in the classroom.
What we think, feel, do and say are connected and with practice. By observingourselves in action, we can develop an understanding of what it means to take responsibility for our internal and external behaviours.
David Shores, Education Consultant, Boys & Relationships, SA

Workshop G: Case Studies - "Bullying, Welfare And Mentoring"

Kennedy Room **3:45pm - 5:30pm**

Two schools present their development of boy-friendly welfare systems to eliminate bullying and improve boys (and girls) welfare.

Bullying - A Serious Issue
Brian Schofield, Julian Robertson and Sen Con Carl Voller, Maroochydore State High School, QLD

Making a difference - is it possible?
Lisa Crawford and Steve Lockley, Executive Teachers, Noumea Primary School, NSW

Workshop H: Wilson McCaskill - Using Games to Teach Social Skills

Brisbane City Hall: Brisbane Room **3:45pm - 5:30pm**

Using Games to Teach Social Skills

Teaching boys and having fun? Yes, it is possible. What is more, the boys in mixed classes can learn valuable lessons about co-operation, agreeing to rules, helping others to win and finding good solutions to conflicts. Wilson McCaskill's interest in games began as an UK based actor heavily involved in community theatre. Working with many children for whom school was irrelevant and annoying, he became aware of the power of games to nurture social development and self-control. The Game Factory program developed by Wilson has been used extensively in schools throughout W.A. and has been tested and refined over fifteen years of practical application. Wilson's manual Games for Growing (over 3,000 copies sold), continues to make a fun contribution to the social development of kids in W.A.

Wilson McCaskill, Director, The Game Factory, WA

BOOK LAUNCH - "Rock and Water" and "I can hardly wait till Monday"

Presidential **5:30pm - 6:15pm**

***Rock and Water by Freerk Ykema AND "I can hardly wait till Monday - Women teachers talk about what works for them and for boys"* by Deborah Hartman.**

Please join us for the launch of these timely new publications by the Men and Boys Program of the Family Action Centre. You can purchase your copy at the special conference prices. The authors will be available for signings.

CONFERENCE DINNER - Grand Windsor Ballroom **7:30pm - 11:30pm**

Tuesday, August 22, 2000

OPENING: DAY TWO

Presidential Ballroom **9:00am - 9:05am**

KEYNOTE 4: DR KEN ROWE - Numeracy Teaching and Learning for Boys and Girls

Presidential Ballroom **9:05am - 10:00am**

Useful Findings from Research in Literacy / Numeracy Teaching and Learning for Boys and Girls
Are there real differences in the performance of boys and girls? What about the effect of cognitive style and expectations? Is it the school or the teacher who matters most? Does boys' inattention impede literacy or is poor literacy causing the inattention? What can schools do?
Ken Rowe, Principal Research Fellow, The Australian Council for Educational Research, VIC

BOYS SPEAK UP

Presidential Ballroom **10:00am - 11:00am**

How can schools motivate, reward and respect boys?
In an Australian first, boys from four secondary schools will combine to answer these questions.
The invited schools will present the views of their boys of ways to improve schools for boys (and for everyone). The boys from three of the schools, in Queensland and NSW, have been meeting to address four key questions for boys: How could schools help boys to: achieve greater success; have more choices; develop a sense of belonging and gain respect. Boys from the fourth school, Brisbane State High School, will take part in an unrehearsed interview in front of over 450 delegates at the conference. They will be asked their views of boys' and girls' behaviour, good and bad teachers, and their hopes and aspirations for the school. Boys from St Pius X in Newcastle will describe their initiative to improve their school. They will present their Year 9 Boys' list of suggestions, and describe how the staff, other students and parents have reacted to their "speaking up". Abergowrie College near Townsville will present their boys' views including Aboriginal and Torres Strait Island boys' perspectives. Finally, boys from Trinity Bay State High School in Cairns will describe their involvement in a "peer reading program" where they tutored Primary School boys, and they will present their wishes for their educational future.
Abergowrie College, QLD, Trinity Bay State High School, QLD, St. Pius X, NSW and Brisbane State High School, QLD

MORNING TEA - Grand Windsor Ballroom **11:00am - 11:30am**

CONCURRENT WORKSHOPS I, J, K, L 11.30am – 1.30pm

Workshop I: Jenni Griffiths - Learning Styles

Lincoln Room **11:30am - 1:30pm**

Learning Styles
Research findings indicate that girls and boys have different sensory strengths and thinking preferences. This workshop outlines these findings to provide ideas for quality classroom practices that support boy's engagement in learning.
Jenni Griffiths, Principal, East Kempsey Primary School, NSW

Tuesday Continued

Workshop J: Rollo Browne - Engaging Reluctant Learners

Brisbane City Hall: Sherwood Room **11:30am - 1:30pm**

Engaging Reluctant Learners
This workshop will use active group methods for addressing those "hard to work with" boys and young men who are "bored" or "uninvolved".
Rollo Browne, Browne/Wright Consulting, NSW

Workshop K: Case Studies - "Raising boys achievement"

Roosevelt Room **11:30am - 1:30pm**

Two school teams present their initiatives to improve boys' academic performance.
Improving Literacy Outcomes For All, So Boys Can Benefit
Phil Bretherton, Principal, St. Augustine's Primary School, VIC
The Merrimac Experience
Jo MacDonald, Deputy Principal, Merrimac State High School - Literacy, QLD

Workshop L: "Single Sex Classes - Do they work for boys and girls?"

Kennedy Room **11:30am - 1:30pm**

Single Sex Classes - Do they work for boys and girls?
Many schools are contemplating and trailing single sex classes as part of their boys' strategy, with a significant benefit being the focus on gender issues in general. This workshop will present an overview of approaches to single sex classes being used in Australia and beyond and presentations by two schools implementing single sex classes.
Barbara Watterston, Director, Professional Development & International Projects, Fremantle Education Centre, WA
The Buderim Story Buderim Mountain State School launched its Year 4 and Year 7 single sex classes in 2000.
Andy Leach, Principal, Buderim Mountain State School, QLD
Single Sex Classes in a Coeducational School....It really can work!
Clarkson Primary School launched its single-sex classes in 1998 for Years 6 and 7.
Jim Watterston, Principal, Clarkson Primary School, WA

LUNCH - Grand Windsor Ballroom and King George Room **1:30pm - 2:30pm**

CONCURRENT WORKSHOPS M, N, O, P 2.30pm – 3.50pm

Workshop M: Penny Mitchell - Building Capacity for Working with Boys at Risk

Kennedy Room **2:30pm - 3:50pm**

Building Capacity for Working with Boys at Risk
The discussion in this workshop will be led by Penny Mitchell who has recently completed the evaluation of the National Youth Suicide Prevention Strategy. How do we develop treatment and support services that are accessible and engaging for boys and young men? How can we build the capacity of professionals and communities to conduct prevention and early intervention programs that are appropriate to different needs and concerns of boys and girls? Penny will offer some insights gained from the evaluation of the National Youth Suicide Prevention Strategy. Discussion in the workshop will focus on identifying recommendations for strategic action.
Penny Mitchell, National Youth Suicide Prevention Project, Communications and Evaluation, VIC

Tuesday Continued

Workshop N: Richard Fletcher and Deb Hartman - Clarifying Roles for Men and Women Teachers

Brisbane City Hall: Sherwood Room **2:30pm - 3:50pm**

Utilising Difference: Clarifying Roles for Men and Women Teachers

Through exercises and discussion, participants will examine how boys can gain from the fact that they have male or female adults teaching them. Strategies for recruiting males to be part of boys' learning will also be suggested.

Richard Fletcher, Manager and Deborah Hartman, Assistant Manager, Men and Boys Program, Family Action Centre, University of Newcastle, NSW

Workshop O: Case Studies - "Giving Boys Options"

Roosevelt Room **2:30pm - 3:50pm**

Two schools present their approach to widening boys horizons in subject choice, attitude to school and work.

Boys Education and the Local Community

Martin Woodcock, Deputy Principal, Christine MacKinnon, Parent Liaison Officer and Frank Aragu, Assistant to the Principal, Aboriginal & Torres Strait Islander Students, Trinity Bay State High School, QLD

A Management Restructure to Enhance Learning and Widen Boys Options in the Arts and Sciences - *Donna Anderson, Dean of Studies, St. Laurence's College, QLD*

Arts in Action - *Neil Kelly, St. Laurence's College, QLD*

Experimentation in Analytical Thinking - *Barry Winter, St. Laurence's College, QLD*

Extension Science/Mathematics - *Shaun Fardy, St. Laurence's College, QLD*

Workshop P: Margaret Thorsborne - Building Empathy in Boys through Restorative Justice

Lincoln Room **2:30pm - 3:50pm**

Building Empathy in Boys through Restorative Justice

The restorative justice process of Community Conferencing used widely in Australian juvenile justice and school behaviour management practices, brings young offenders face to face with the community of people most affected by their behaviour. It offers a philosophical, practical and effective alternative to punishment - the repair of relationships damaged by the incident. This focus on relationships highlights the need to develop emotional intelligence, especially among boys whose behaviour is so often at the mercy of their strong feelings. This workshop will explore briefly the process of community conferencing and link this process to ways in which we can, in a deliberate way, set out to develop self-awareness and empathy in boys in schools and to build appropriate supports around them to nurture their connections in their communities of care.

Margaret Thorsborne, Director, Transformative Justice Australia, QLD

AFTERNOON TEA - Grand Windsor Ballroom **3:50pm - 4:10pm**

SUMMARY AND CLOSE

Presidential Ballroom **4:10pm - 5:00pm**

This session will be a dynamic end to the conference. Panels of teachers and boy participants give their feedback. The finale is a mass exercise in male development - not to be missed.

Wednesday, August 23, 2000

Optional Post Conference Workshops

(Not included in delegate conference registration fee)

POST CONFERENCE WORKSHOP: ROLLO BROWNE - Advanced Group Skills for Teachers of Boys

Brisbane City Hall **9:30am - 4:00pm**

Advanced Group Skills for Teachers of Boys

Suitable for teachers of Grades 8 -12. Most of boys' problematic behaviour is learned in groups and therefore are best unlearned in groups. The course covers two areas of boyswork:

Designing & Implementing Programs for Boys

The practical focus is working with boys in schools towards social outcomes.

a) What's in it for boys? Revealing the need for change
b) A framework for thinking about boys programs
c) Key elements of effective boys programs
d) Selecting appropriate topics
e) Practical activities and strategies (including joint sessions with girls)
f) Approaches to building social skills

Intervening in Difficult Situations

The way we relate to and manage the group is a fundamental element of our leadership as teachers. It can undermine us or greatly assist our work with boys. There are many critical moments where our leadership makes a difference. Intervening well in difficult group situations is a skill that has to be learned on the job. This session will focus on developing the roles and skills required to work with the groups you face.

Rollo Browne, Brown/ Wright Consulting, NSW

POST CONFERENCE WORKSHOP: WILSON McCASKILL - Using Games to Teach Social Skills

Brisbane City Hall **9:30am - 4:00pm**

Using Games to Teach Social Skills

Thank goodness for the time of a one-day workshop. It allows all participants to leave the workshop confident in their ability to employ the games as soon as they get back to school. Having a full day will also guarantee a deeper understanding of the power of games to create positive changes in the behaviour of boys.

The Game Factory workshops are non threatening, interactive sessions, that offer teachers a smorgasbord of ideas and strategies to help boys enhance their individual and collective well being. The workshops offer tools to develop the skills of teamwork, trust, co-operation and the other things we all know help to make balanced and well integrated individuals and groups. Those enrolling in the one-day workshop will be able to purchase the Games for Growing manual normally priced at $49.95 for just $35.00.

Wilson McCaskill, Director, The Game Factory, WA

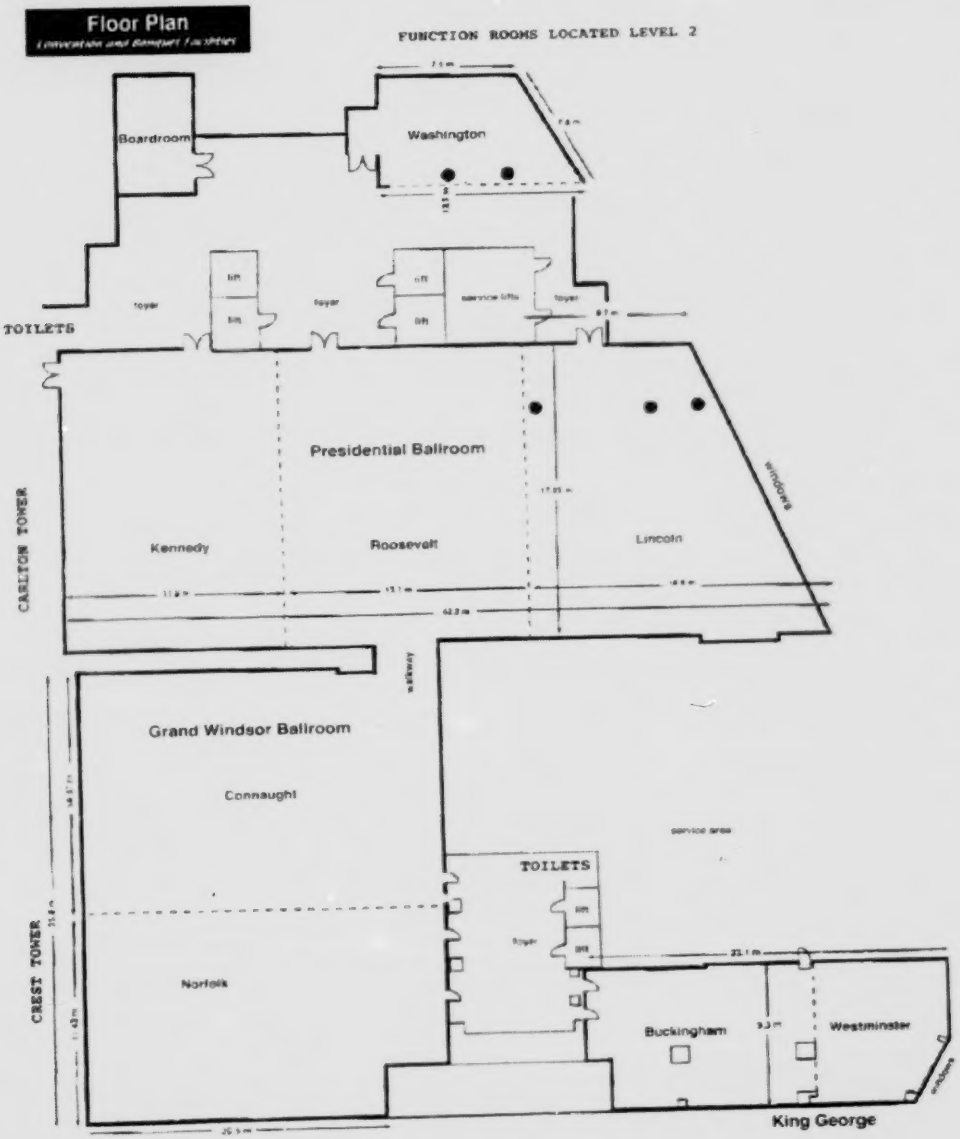
POST CONFERENCE WORKSHOP: FREERK YKEMA - Skills for Physical/Social Teaching with Boys

Brisbane City Hall **9:30am - 4:00pm**

Skills for Physical/Social Teaching with Boys

The Rock and Water program tries to interact with boys in a special way, called physical/social teaching! Physical exercises are constantly linked with mental and social skills. In this way the program leads from simple self defense-boundary- and communication exercises to a strong notion of self-confidence. The program offers a framework of exercises and thoughts about boys and manhood and tries to find ways to make boys aware of the spiritual dimension in their life. Topics include: intuition, body language, mental power, empathic feeling, positive thinking and positive visualizing. Discussions targeting topics such as bullying, sexuality and sexual harassment, homophobia, goals in life, desires and following an inner compass. You don't have to be an athlete, a kick boxer or a male to teach boys well. By trying the exercises out in pairs and groups, participants feel the physical reactions and can make their own mental links to the issues of strength and confidence for boys. Female teachers find the workshop energising and the exercises are powerful tools for the classroom. The boys learn to be confident of their own strength and learn to deal differently with girls and other boys.

Freerk Ykema, Physical Education & Remedial Teacher/ Consultant, NETHERLANDS



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CONFERENCE PAPERS

BUILDING SELF CONFIDENCE IN BOYS

▪ ▪ ▪ ▪ ▪ ▪

MAKING IT SAFE TO BE DIFFERENT

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READING, WRITING AND COUNTING

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BUILDING SUPPORT FOR BOYS

KEYNOTE PRESENTATION TWO

BUILDING SELF CONFIDENCE IN BOYS

Self Control and Self Confidence for Boys
The Development of The Rock and Water Course

Freerk Ykema

Freerk Ykema

Freerk Ykema *is a Physical Education and Remedial teacher at Schagen in the north of The Netherlands. His school has approximately 2500 pupils, spread over different locations. In 1995, he trialed the draft Self Defence and the Prevention of Violence for Boys course with five classes of boys at his high school. Since then he has developed the Rock and WaterCourse to address boys' motivation and self-confidence in primary and secondary schools. He continues to teach the boys in his school but also trains teachers to deliver the course.*

Self Control and Self Confidence for Boys
The Development of The Rock and Water Course

In the mid eighties in Holland, a program of self-defence for girls was developed. This program was a direct result of the women's emancipation movement. Changing role patterns and a growing sense of being entitled to the same rights as men, were at its roots.

The Self-defence For Girls Program taught girls and women to defend themselves against forms of sexual harassment and sexual abuse. Beside a number of effective physical techniques, they were also taught how to become stronger mentally. This program was and still is very successful in Holland. It has become a standard subject in the curriculum of many Dutch schools. Its success is partly found in the fact that its goals had – and still have – wide social support.

Action and Reaction

In the mid nineties a plan originated to compose a similar program for boys as well. Making the girls and women stronger and more defensible, appeared to be only part of the story. Boys, too, should be involved. They also had to learn how to cope with these changing role patterns. An essential part of this was that boys should be taught to have more feeling, understanding and respect for the boundaries and integrity of girls.

Not to make this course a mere sequel of the girls course, the following was the central starting point: boys are not only perpetrators of violence (especially sexual violence), but are also victims (not so much of sexual violence). This double role became the guiding motive for the boys course which was presented in September 1994 under the name "Action and Reaction". The objective of Action and Reaction was the prevention of sexual violence by boys.

Another important starting-point was the psycho-physical approach. Starting from the fact that boys are foremost physical in this world, the choice was made for a course in which physical skills are taught first of all, so that from there a transfer could be made to skills that are more mentally and socially oriented.

Finally, it was understood that agression caused a lot of problems and annoyance, it is true, but that it would be wise to examine agressive behaviour and the reasons behind it.

Discontent, inner tensions, insecurities and the urge to move and explore were recognised as possible causes of agressive behaviour.

From the start it was obvious that the double role was a good starting point, but at the same time it also caused much obscurity. Many teachers stressed the role of the perpetrator in their lessons too emphatically. Thinking about boys was narrowed down too easily to the idea that boys are troublesome, do not have a sense of boundaries, easily lose their self-control and have little respect for girls. In short: they needed to be changed.

The positive starting points of the program were overlooked too easily in practice. The reason for this was and is, that boys indeed attract attention with their behaviour. They express themselves – more than girls do – in an extrovert and physical way when they meet with conflicts or problems. Many teachers are caught by this exterior behaviour and are unable to see the intentions, qualities and problems that are sometimes hidden behind this behaviour.
Although the starting points of Action and Reaction were put into positive words, the program remained powerless and incapable of reaching many teachers.

Its objective "the prevention of sexual violence" appeared to be too specific in practice. Boys easily got the feeling that they should learn something because there was something wrong with them. Many teachers did not appreciate the limited objectivs of the course. Although in itself the perpetrator-victim approach was meant to be a neutral approach to boys, many teachers had the feeling that this approach did not do justice to the majority of their boys.

Another factor was that not every teacher felt secure in dealing with subjects that were so emphatically concentrated on sexuality and sexual violence. The older teachers had grown up in a society full of traditional role patterns. Their younger colleagues had themselves experienced the problems of a changing society, but felt inadequately capable or called upon to dedicate their lessons to a subject which they had hardly outgrown themselves.

The wide support in society for the girls course, hardly appeared to exist for the boys course. The idea was generally accepted that boys will be boys and so they are troublesome. The worst mischiefmakers and the perpetrators of sexual violence should be severely handled, and the rest of the boys would grow over "it" as a matter of course.

That boys in their growth to adulthood, in a society which shows a lot of change in traditional role patterns and relationships between men and women, need real support, was and is hardly recognized.

Growth to manhood

Rock and Water has developed from the working knowledge of Action and Reaction. The starting points of Action and Reaction were maintained, that is to say the prevention of sexual violence through a perpetrator-victim approach. However, it was imbedded in a larger context which focussed on the guidance of adolescent boys in their growth to manhood and centred around the two main themes of Safety and Integrity. The original objective of Action and Reaction was placed in a setting that would enhance the realisation of its goals.

Balance was regained. Sexual violence and violence in itself should not be the sole focus to occupy boys, teachers, parents and guardians.Their main concern should be the boy on his way to manhood. It is about his qualities and the problems he may meet on his way. It is about the supportive roles of educators and guardians. It is also about the fact that we should determine the contents of adulthood or manhood. What is our ideal of a "real" man? A course with this wide, positive objective is appealing to a much larger group of teachers. It connects more easily and pleasantly. It incites in-depth discussions of standards and values, which is an urgent necessity in changing and multicultural societies.

A logical consequence of these new insights concerns the lenght of the course and the age at which it can be taught. Action and Reaction, with its limited focus on the prevention of sexual violence, aimed at boys of 14 and 15 years old. A full course existed of 6 to 8 lessons within a certain period. Rock and Water with its wider objective, intends to guide the boys over a much longer period. In its present form of fourteen basic lessons, Rock and Water is suitable for boys from the age of 10. The first eight lessons are suitable for 10, 11 and 12-year-olds. The last lessons are meant for boys of 14 years old and over. In this way it is possible to shape the guidance of boys over a periode of 5 years. In these 5 years, students and teachers together can build a frame of ideas and experiences in which the education and guidance of boys can be given a really positive form. A further, logical step would be to extend the frame of ideas and exercises of Rock and Water to younger and older pupils.

The goals of Rock and Water:

Rock and Water aims at the following goals:

- The program aims to assist boys in their development to adulthood and to become real, fine, authentic men (self-realisation) who are conscious of their own power and responsibility within society and the involving tasks.

- Self-realisation is only possible with the right amount of self-confidence. From this real trust in oneself grows the trust to dare and listen to feeling, intuition and the inner voice that gives direction and guidance on one's path through life. That is why the accent in this course is put on the development of self-confidence, selfknowledge and self-respect, boundary awareness, self-awareness and intuition.

- Self-realisation goes together with the development of morality. The awareness that people are really connected and form an organic whole logically implies a growing

respect for people with different lives and of another opinion. It is the basis for insight and tolerance and that is why it is the starting point of this course. That is also why discussions about standards and values form an important part of the group discussions.

- A specific goal of the course is teaching the boys to deal with power, strength and powerlessness. Boys can be perpetrators of violence, also of sexual violence, but they can also be victims. That is why on the one hand they are taught to defend themselves from various forms of violence, and on the other hand they are taught to grow more aware of boundaries and crossing them.

The line of development of Rock and Water in 5 steps

It is important to keep in mind that enhancing the defensibility of boys is merely part of a larger whole. This larger whole is summarised here in 5 steps. The thread running through it is the process of growing awareness of the boys on their path to manhood.

The point of application generally is the physical exercise that trains the aspect of defensibility, but from there the connection is always sought with mental and social skills. Boys must be made aware that these skills can and must also be trained: growing into adults is not something that just happens, but is rather a mental process of growth. Gaining awareness and insight in their own development are the central issues. Self-control and self-confidence are indispensable in this development.

Step 1 Self-defence

Boys (young people) learn to defend themselves against various forms of violence that they may encounter. The training of physical skills play an important part in this, but also the exercises about body language form a part. The rock and water principles are generally taught at a physical level.

Step 2 Standing up for yourself

Boys learn to stand up for themselves in various kinds of situations. The accent here is generally on the training of mental skills such as the rules of confrontation and the exercises with boundaries and intuition. These exercises are also the starting point for information and discussions about sexual abuse. Here the rock and water principles are generally examined and trained in mental and social areas.

Step 3 Awareness of personal possibilities, qualities and responsibilities

Boys are made to get used to the idea that every human being possesses his own arsenal of possibilities and qualities that determine his uniqueness.

This fact is related to the fundamental right of being and becoming your own person. Self-respect, mutual respect and tolerance find their source of existence there. From this

concept a line is drawn to sexuality: understanding that every human being goes through his own development in this area as well, and that tolerance and respect make this development possible. Homosexuality, homophobia, sexual violence and sexual abuse are discussed within this context.

Besides the right to be your own person, this uniqueness also implies a double responsibility:

- every human being is held accountable in the first place to himself, to his own core essence, to developing his own qualities.
- every human being is also held accountable to society: in realising his possibilities he makes the best possible contribution to society.

Step 4 The inner compass: directing personal development, forces within You

Within every human being there are powers that have to be used and developed and must not be neglected. Boys are made to become aware that these personal possibilities and qualities in a person's life appear as an inner compass that – initially at a subconscious level – gives direction to their personal path of development. Not only society or the group determine someone's preferences and development, but rather this strong direction indicator from within. Following this compass leads to the realisation of that which – in its essence – is already present. So, on the one hand it is important to become aware of one's own qualities, and, on the other hand, an active and courageous attitude is needed to use and realise these powers.

This self-realisation gives a deep feeling of joy and purposefulness. At the same time, these are inner beacons that are so characteristic and that increasingly light up the inner compass in a person's consciousness. Positive thinking, positive visualisation, concentration exercises and learning to listen to their own feeling (inituition) are applied here. These skills come together in the Three Steps Plan (TSP). The TSP helps the pupil to ask himself three questions: What do I want? What positive thought or image (visualisation) may help me with it? What plan or strategy should I follow to reach my goal? (perseverance)

Step 5 The inner undercurrent: the awareness of connectedness and solidarity

Following the inner compass gradually leads to a deeper awareness of identity. The feeling of identity undergoes a change. The awareness of having an individual compass that directs an individual process of development, which initially seems to occur independently and separately of others, now changes to the deeper awareness of being a part, and forming a whole, with (all) other people (and everything that is).

This leads to a growing awareness that the individual path to self-realisation, in which rock and water merge, has been a universal path that leads to the deepest insight of solidarity and connectedness and thus accomplishes pure moral acting.

Boys do know this (spiritual) awareness of solidarity and connectedness, although generally unconsciously. However, it is not connected to their feeling of identity and does not direct their actions.

Here lies our chance to make them recognize this awareness as a basis for further growth. Specific exercises as such have not been included in this course. The group discussion* is a means to share experiences and ideas about this with the boys. The inner undercurrent seems to point at a development within the boys' consciousness that would appear to be a long way off. Focussing their attention to this process of inner growth gives it a greater chance to come to full development.

BUILDING SELF CONFIDENCE IN BOYS

WORKSHOPS A, B, C & D

Workshop A **Freerk Ykema - physical-social work with boys**
(see Keynote Address)

Workshop B **Anthony Critchley - recognising and dealing with depression**

Workshop C **Case Studies - indigenous boys' programs**

Workshop D **Greg Griffiths - Managing boys' disruptive behaviour in the classroom**

WORKSHOP B
RECOGNISING AND DEALING WITH DEPRESSION

Anthony Critchley

***Anthony Critchley** has worked with boys, young men and their families in a range of settings. He established and co-ordinates an adolescent mood disorders program with the Community Adolescent Mental Team (Hunter Area Health Service) and recently wrote the NSW State Curriculum for educating school, TAFE and health counsellors about adolescent depression. His workshop will prepare participants to address the particular aspects of male depression from their respective roles*

In recent years depression in young people has emerged as a serious health concern in Australia. Adolescence and young adulthood is a time of significant change and development. Young people commonly experience stress during this time. Stress can be associated with family problems and break-up, study, finding a job, relationships, and with developing a sense of identity and individuality.

Mental disorders, such as depression, often have their onset in adolescence and can exacerbate these feelings of stress in young people. The Australian National Survey of Mental Health and Wellbeing (NSMHW) 1997 indicated that 27 per cent of young people would experience mental health problems. In the last Australian Census (1996), there were 885, 227 young people (15-24 years) in NSW (14 per cent of the population) which suggests that approximately 229, 000 young people in NSW will experience mental health problems during a six to twelve month period. From these figures, it is estimated that approximately 62, 000 young people (45 per secondary high school) in NSW will endorse the symptoms of major depression in any six-month period.

Young people's mental health is as important to their development as their physical health. Depression and related disorders affect a young person's capacity to mature and accomplish developmental tasks, especially those relating to social development and independence. Depression and related disorders also impacts upon a young person's:

- thinking processes, emotions, perceptions, motivation and confidence resulting in difficulties in teaming, problem solving and achieving vocational goals
- schooling and other education and employment opportunities and
- ability to cope with life situations and transitions, relationships and the capacity to enjoy normal activities

Research indicates that depressive symptoms and behaviours (sadness, withdrawal, loss of appetite etc) are more frequent in females than males. Males tend to exhibit more behaviour problems (irritability, substance use, withdrawal etc). The incidence of suicidal ideation and self-harm, hazardous use of alcohol and other drugs and antisocial problems is also associated with depression in young men. The difference in expression of

depressed feelings and behaviours can mean that boys are more likely to come to the attention of school or community disciplinary authorities than helping professionals while girls are more likely to either receive support or go unnoticed.

This workshop will examine the role that the environment (life stressors, economy, health and school agency climates, parenting styles, family dynamics, individual perceptions and behavioural styles) plays in the development of depression in young men. Implications and examples of school-based prevention and early identification programs will be highlighted, including an awareness of the roles that school, health and welfare personnel can play in the prevention and support of young men vulnerable to depression.

It is hoped that participants will learn strategies to work with local colleagues and agencies to maintain and develop the skills and knowledge that may develop from this workshop when working with boys.

WORKSHOP C
CASE STUDIES - INDIGENOUS BOYS PROGRAMS

Case Study one
An environment for indigenous education– Abergowrie College

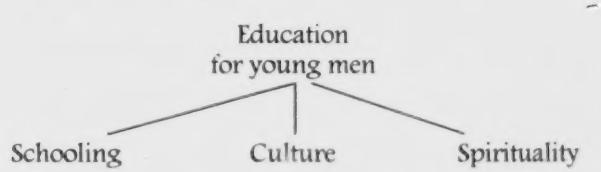
Ms Elizabeth Weimers, Abergowie College, Ingham, Qld

Liz has, for the past four years, been College Counsellor at Abergowrie College. She has been working in the areas of School Counselling and Pastoral Care for some 15 years across New South Wales and Queensland. Prior to that Liz taught in Primary and Secondary Schools, worked in her family's business and worked as a jillaroo. Her many and varied experiences in rural and city areas she now brings to her present work in practical ways.

Liz's has a Masters in Social Science (Counselling), (QUT) enabled her to case study the processes of the Professionalisation of Counselling in Australia – a research project in which her particular focus was around ethics, professional practice and standards, and integrity in the workplace. Liz is at present devoting her study and attention to issues pertaining to effective education, authentic education particularly for indigenous youmg men. She has a particular commitment to the educative needs of students who find being at school difficult.

Liz has conducted workshops and conference sessions on a variety of topics including Counselling in the School Context, Harassment – How can we make the world a better place to live in?, Gender Issues, Group Facilitation, Professional Practice and Effective Management in Schools. She is a member is many professional organisations, and serves on a number of committees related to schools, and to social justice matters. Liz has spent time learning in several of the Aboriginal and Torres Strait Islander communities of Cape York and the Torres Strait.

If we understand schooling as those enterprises that take place in the processes of teaching and learning, schooling is one component of education. If we are to truly educate our young men now other components that need to be developed include a sense of culture, and an attention to the spiritual life of the young man.



What I would suggest brings all these together in a working unit is a sense of *COMMUNITY.* In each school in which I have worked in over 25 yrs 'a sense of

community' has been there on the wish list of what we would like to create. What I think we never realised was that community would never develop while we, the staff, tried to create it. What happens when we allow and enable our students to create community? When we are prepared to be contributors to what young men are creating? Something quite different emerges. Perhaps it is close to what we hoped for anyway. Perhaps not. Perhaps it is even better.

> *"School is a friendly place. You get a say in what happens and get to give your ideas. You feel like trying. It's a place that brings all cultures together. They mix well throughout all the years they are here. Boys will stand up for each other, people help you when you are in trouble. We all live together and work out our problems together. That stops us from being afraid of each other. It's a free and safe place to be and to learn in "* Joe, aged 15

The case study I will present centres around our work at Abergowrie College. The concept of the College began in 1933 when "Gowrie Flats" and an adjacent property were purchased. Its founders were clear about why they were beginning a school of young men in this semi-isolated place – it was "Out of a deep reverence for the land and the people who lived on the land".

Abergowrie is still, by most standards, a small Catholic Secondary Boys' College. It is set in the sugar cane lands, 40 kms north west of Ingham in North Queensland. With mountain ranges on the horizons and the spacious property all about one gets a sense that this is the only place in the world. Its isolation and its unique environment is seen as something peculiar to the College. The pastoral effect of both the size and the setting of the College is highly beneficial and gives rise to the distinctive Gowrie family spirit.

Abergowrie College is a diverse cultural mix of people. This community is made up of people from:

(i) Coastal rural areas
(ii) Western rural areas
(iii) Aboriginal and Torres Strait Islander students from various communities
(iv) Large centres and cities ie, Townsville and Cairns
(v) Papua New Guinea

At this point in time approx 60% of our students are Aboriginal or Torres Strait Islander. Thus it can be seen that the population is extremely multi-cultural in nature with a diversity of backgrounds and expectations. All these groups are drawn together into the "family" ethos of the College. The "family" ethos is a driving force in the College and it is recognised as one of the primary reasons the College is so successful.

The almost 100% boarding aspect of the College also contributes to its ethos and spirit.

Currently at Abergowrie we are paying particular attention to:

- Enhancing literacy and numeracy levels

- Rewriting programs for learning to increase the practical content – learning through doing

- Further development of our Outdoor Education facilities
- Attention to ongoing staff in service in the area of indigenous education and young men
- Increased opportunities for all staff to visit indigenous communities and families associated with the college
- Continually monitoring our policies and practices to ensure that the values they promote are consonant with what we espouse to – respect, community, dignity of persons, individuality, compassion, the 'poor', reconciliation and unity

Programs we have that are well established include

- an extensive weekend activity program that ranges from camping and fishing to introduction to flight instruction
- a full sporting program – on athletics day 100% participation is the students' expectation
- five cultural dance troupes – Aboriginal, Torres Strait Islander, PNG, Bouganville and Manus Is. These troupes have preformed from one end of Queensland to the other. Students practice in their free time and teach one another the dances
- celebration and knowledge of one another's culture is encouraged – feasts such as Cup Murri (aboriginal) and Moo Moo (PNG)
- since many students come from areas where the soil is poor and fruit and vegetables costly we have included in our agricultural program a focus on such areas as poultry and hydroponics
- attention to culture and cultural practices across the curriculum
- development of the spiritual lives of young men with particular attention to indigenous and rural values and hopes
- regular rituals which encourage young men to take time and to reflect of what matters to them
- special rituals –before journeys
  –understanding and negotiating transition times in our lives
  –at times of grief, and particular concern
  –celebrations of success, achievements, graduation
- an inclusive reward and recognition system
- "experiencing my spirit" days

- a health program which continuously attends to students physical and mental health and educates them for good health

- creating an environment in which young men are at ease with their full range of emotions and in which they are enabled to explore a variety of ways of expressing emotion

- opportunities for all staff to become familiar with the community-homes of students

This case study will be that – a case study in which we explore, ask questions, share ideas and experiences, design new ideas.

WORKSHOP C
CASE STUDIES - INDIGENOUS BOYS PROGRAMS

Case Study Two
Aboriginal Boys, White Schools - How Do They Learn?

Mr. Lee Murphy and Ms Maureen Moran, Young and Powerful School, Lismore, NSW

Hi. My name is Lee Murphy. I am a Torres Strait Islander born at Nowra on the South Coast. I grew up at a little beach town called Orient Point. I was born at the beach and have the beach in my blood through my ancestors. My family moved backwards and forwards from Wollongong to Orient Point to Lismore and back. Lismore is where I have ended up.

I am now 27 years old and have a wife of Bundjalung (Aboriginal) decent and three children. We live on a small Aboriginal mission in Lismore called Gundurimba.

I completed my H.S.C. at Richmond River High School in Lismore. Since then I have worked in all types of jobs ranging from a sawmill supervisor to an electrical technician for Telstra, but it was working with children that has me hook, line and sinker.

My Aunty got me involved with Juvenile Justice and it started from there. I've always loved working with children and not I get paid to work with the. I completed my Legal Administration Certificate with Probation and Parole, then decided to University and do an Associate Law Degree. Next I started tutoring and that turned into teaching. I am now a full-time teacher at Young and Powerful School in Lismore. I teach a K1,2 class and I am enjoying it immensely, especially teaching my nieces and nephews.

I also enjoy kick boxing, football, music, fishing, camping and motor bikes.

Maureen Moran

My name is Maureen Moran, I am 44 years old and I am currently the Director and one of the founders of Young and Powerful in Lismore and passionate parent to Katherine 18 and Jeremy 17.

My cultural heritage is Irish. My dad is Irish and all my mothers' family are Irish. I was born in Berridale where my dad was working on the Snowy Mountain Scheme and I am the eldest of five children. I have always had a strong sense of social justice and become interested in education at University. I began working with young people when my children started pre-school and have now taught in Independent schools for 12 years and have also run personal development programs in State schools and other Independent schools. I run workshops nationally for young people and adults who work with young people. I also run groups and workshops on eliminating racism.

I believe that it is possible to create learning environments where young people know they are completely good, smart, hopeful and powerful and that from this basis they will see the possibilities for great social change and make it happen. I believe this is possible for us as adults as well.

Aboriginal Boys, White Schools - How Do They Learn?

Our school is based on the belief that who a young person is, their family, their personal history, their life circumstances, their hopes and dreams, their hurts and struggles, their relationship to the world they live in, these things are intrinsic to understanding young people as learners. We also believe that the same is true for the adults who work with them in schools.

We believe that our success with out indigenous boys is directly related to our willingness to understand their lives, to challenge our own lives and to constantly examine how and what we are teaching from this perspective.

For this workshop we will look at three areas that we feel are fundamental to our work in the school.

White is Right? The importance for white teachers and students to explore their white identity

- What does it mean to be white?
- What do we like about being white?
- What are we proud that we have achieved through history, particularly our families.
- What struggles and oppressions did our families overcome?
- What have we lost as white people because of racism?
- What role does classism play in defining as whites?
- Are there really 'good' whites and 'bad' whites?
- Where does our colour limit our teaching of **all** students?
- What difference could it make to Aboriginal young people, parents, and staff if we did this work?
- What do indigenous people notice about our struggles as whites?

Racism and Internalised racism

In our work with Aboriginal boys as white teachers we have to keep learning about racism - how it works, how it is institutionalised into our schools, the myths that are perpetuated into our daily lives, how we have learnt to be racist, no matter how nice it looks. We have to listen and learn from indigenous staff, local community and our Aboriginal young people. We don't know what racism is like to live with and what it does to the human spirit. We can't teach effectively without doing this work.

Indigenous staff also need to look at the impact racism has and continues to have on their lives, the concept of internalised racism, their experiences of school, racism in their

current work environment and anything that is holding them back from taking complete charge of their lives.

Although there is a current push for Human Rights in Australia, there is still ignorance of behalf of the Australian governments in regards to Australia's Indigenous Peoples. It is not until you look at the present United Nations definition of Genocide that you realise just how deeply, the word Genocide fits into Australia's past and present.

In the present Convention, Genocide means *any* of the following acts committed with intent to destroy, in whole or in part, a nation, and ethic, racial or religious group as such

1 Killing members of the group;
2 Causing serious bodily or mental harm to members of the group;
3 Deliberate inflicting on the group conditions of the life calculated to bring about physical destruction in whole or in part;
4 Imposing measures intended to prevent births within the group;
5 Forcibly transferring children of the group to another group.

The United Nations Definition states that genocide is committed when one of these acts is committed. I believe that over the past 200 years that all of these acts have been committed against the indigenous peoples of Australia.

The afflictions which beset indigenous Australians - poverty, alcoholism, poor health, unemployment, high rates of incarceration, drug abuse and despair - are ills of a dispirited and conquered people (genocide). For a collective to lose its spirit is the greatest of calamities. The struggle for survival becomes a habitual state of siege and opposition - black against white, black against black. Views of worthlessness become assimilated into the individual persona. Helplessness grips the soul of the people. Unless the Australian governments can say sorry and accept we are a people who have experienced all the horrors of genocide and set up policies to over come these patterns then our people will always remain vulnerable to self oppression and oppression by others. Unless teachers understand this they will never be able to identify with the majority of indigenous Australian students and e of little help in there struggles to gain a western education.

We may work in two groups for part of this discussion with Lee leading participants who are indigenous or people of colour and Maureen working with the white participants. We will join together to share information and ask questions. In these groups we may look at some of the following ways of challenging the racism that is inherent in schooling -

- Running an on-going Aboriginal support group so that he young people and staff can think about and discuss their experiences at the school and have a say in how the school is run.

- Setting up structures in the school where the young people and adults can explore their role in eliminating racism.

- What would a school look like if indigenous education was central to the schools' programming not just on the sidelines.

- We will look at any expectations we have as white teachers that we should or will feel comfortable as we do this work on racism.

- What has worked for you?

Gender, racism and schools

There is a growing understanding that it is not only women who are affected by sexism. In order to keep men in an oppressor role you have to mistreat boys in particular ways so you can then blame them for their behaviour at schools, in their relationships, their families and in society in general. By convincing women we are victims we play a particular role in keeping men's oppression in place. For Aboriginal boys, part of the racism has been forcing white men's oppression on them as another way of destroying their culture.

We will work in separate gender groups for part of this section of the workshop and do some work together. We will use three questions in these groups which allow us to listen to another persons cultural experience of being male or female. Together we will look at some of the following ideas -

- Teaching awareness of men's oppression and the effect this ahs on the lives of men and boys.

- Explore homophobia and its use as a tool to keep men's oppression in place.

- How can women be good allies to men and boys?

- What is specific here to indigenous boys?

How to use play and laughter and closeness as the key tool of this work

Through out the workshop we will set up games and activities that we use with the young people at our school that help keep the work light as we delve into issues that are sensitive, painful and at time frightening. These games and activities also build a deep closeness that allows us to tackle real issues in the day to day life of the school.

WORKSHOP D
MANAGING BOYS' DISRUPTIVE BEHAVIOUR IN THE CLASSROOM

Greg Griffiths

As an Itinerant Support Teacher - Behaviour in Western NSW, ***Greg Griffiths*** *has worked with teachers and students from K-12 addressing problem behaviours. He is currently Head Teacher Support at Westport Technology High School. Greg has developed a variety of boy-positive, effective strategies for teachers encountering disruption from boys in their class.*

In this workshop, Greg briefly looks at general behaviour theory and considers behaviours exhibited in the current classroom context reviewing alternative methods that classroom teachers might use in either primary or secondary schools.

Where they are coming from?

Physical construction

Boys and girls are physically different. A quick look at how some of the effects of different brain functioning and physical characteristics affects classroom behaviours and how we teach.

Social construction

We treat boys and girls differently from pre-birth. The way peers, caregivers and their general community interact with developing youths has a significant impact on how boys behave both in our classrooms and in society generally.

School construction

Schools treat boys and girls differently. Some school practices may not reinforce some of the behaviours and attitudes we are trying to encourage.

Class / cohort construction

Expectations and practices in the classroom impact on individuals' behaviour. Classroom practices are a significant part of welfare processes in schools and should complement school policy whilst giving students their best chance.

With these as starting point:

What can we as education practitioners do to improve the behaviour of boys in our schools?

Consideration of areas of intervention that may improve outcomes for boys in our schools, without focussing on content, relevance or learning styles (these are covered appropriately by other workshops).

School and community

Model construction considering external influences on classroom behaviour, school structures, restraints and influences and the student, school welfare and discipline
Comparison of the welfare and discipline models used in schools.
"do" rather than "don't". Mentoring students at risk. Some easy larger group programs

Classroom practice

Discussion of behaviour strategies. Classroom practices with hands on applications.
A classroom exercise for teachers to use with their own school staff focussing on behaviours, how we react and consequences.

Is this enough? Where are we going?

Discussion centering on boys' education processes in schools considering assumptions of classroom teaching and schools, such as: Teachers rule the classroom; Some must fail; "They" set the content.

This is an interactive workshop with opportunity to discuss details of practical strategies. Participants will leave with ideas for immediate use in their classrooms. They will also take away proposals and thoughts to discuss with school communities for longer term impact on education outcomes.

KEYNOTE PRESENTATION THREE

MAKING IT SAFE TO BE DIFFERENT

Policing Manhood - Homophobia and the Social Construction of Men's Health and Welfare

A/Prof. David Plummer

A/Prof. David Plummer

David Plummer *is a sexual health physician and is Associate Professor in the School of Health at the University of New England. He was the first National President of Australia's national peak non-government AIDS body, the Australian Federation of AIDS Organisations. His PhD research on the issue of homophobia has recently been published as a book "One of the Boys: Masculinity, Homophobia and Modern Manhood."*

The missing link? New ideas about homophobia and the health and welfare of all men and boys

Homophobia is not what it seems to be. While homophobia is typically defined as a 'fear or hatred of homosexuals and homosexuality', this workshop explores the evidence for a much broader social significance. Recent research has found that homophobia originates from a division between males (an intragender division), which ultimately has the effect of separating the 'men' from the 'boys'. It does this by stigmatizing non-conformists who 'betray' or who fail to 'measure up' to collectively authorized standards of masculinity. This theme persists as a subtext of homophobia throughout adulthood. From this vantage point, the explanatory framework shifts from a preoccupation with the involvement of gay men in homophobia (which inevitably leads to victim blaming) and onto the mechanisms involved in generating and empowering homophobia. No longer is it possible to dismiss homophobia as a peripheral phenomenon, which 'only' affects homosexuals - a homophobic perspective which entrenches homophobia, by trivializing, marginalizing and stigmatizing it - homophobia emerges from the twilight and is revealed as having powerful, extensive and far-reaching impact, with central importance to the health and welfare of all men.

In an attempt to add practical insights and every-day detail to these findings, and to generate an agenda for the future, this workshop will explore the some key issues raised by this research.

1. The effect of homophobia on boys' education

Homophobia exerts a powerful influence over boys at school. To what extent does homophobia contribute to school bullying? What role do team sports play in promoting homophobia? What steps can be taken to make schools safer for children who are 'different' and better learning environments for boys in general? How far does homophobia impact on boys' educational standards?
If high achievement is increasingly being seen as a girls' domain at school, does homophobia contribute to the modern educational problems of boys?

2. Homophobia and youth suicide

Australia has experienced a growth in youth suicides over the last 25 years or so with young males being disproportionately affected. It has been suggested that young men

who are gay (or who would have been if they had survived) are at particular risk. While it is difficult to understand how sexual orientation might contribute to youth suicide (a homophobic argument in itself), it is possible that homophobia is playing a role. It is difficult to imagine a more isolating experience than being subjected to sustained homophobic targeting at school, particularly when homophobia undermines opportunities to form alliances with peers, stifles role models, and leaves boys uncertain about how adults will react if they seek help. To what extent does homophobia result in boys being stigmatized, outcast and isolated - gay or otherwise? What contribution does homophobia make towards our modern epidemic of youth suicide?

3. Homophobia and identity

Boys learn homophobic conventions prior to puberty, prior to sexual maturity, prior to sexual identity formation and generally prior to knowing much, if anything about homosexuality or homosexuals. Nevertheless, during this early stage, homophobic terms are powerful, deeply negatively cathected, gender specific and meaningful. Because they come first, these early homophobic experiences might influence how boys come to terms with their emerging sexual identities. Indeed, it may also be that by setting the terms of reference, homophobic conventions underwrite boys' initial understandings of sexual identity and may even make a substantial direct contribution to adult sexual identity formation?

4. The consequences of homophobia for gay men

Gay men are the definitive adult target for homophobia, and as such suffer a wide range of adverse consequences. Tomsen has shown that for the past 20 years or so, one quarter of all stranger murders in New South Wales had a homophobic basis even though gay men constitute a small proportion of the population. However, murder is only the tip of the iceberg. As a class, both gay men and lesbians are at increased risk for harassment and assault than the rest of the community. Homophobia has also had an important role in shaping our view of, and response to, the AIDS epidemic.

5. Homophobia and men's health and welfare regardless of sexual orientation

Homophobia impacts on the lives of men in multiple ways. It stigmatizes certain male behaviors and life patterns and renders them unpalatable - even when they offer safer, healthier alternatives. Moreover, while masculinity is prestigious; being too 'masculine' is risky. Homophobia acts to counterbalance those risks and may well underwrite hypermasculine, sometimes dangerous, antisocial behaviors as a reaction against homophobic stigma. Is homophobia a 'missing link' at the basis of men's socially constructed health and welfare issues?

MAKING IT SAFE TO BE DIFFERENT

WORKSHOPS E, F, G & H

Workshop E A/Prof. David Plummer - Addressing homophobia (see Keynote Address)

Workshop F David Shores - Teaching boys introspection

Workshop G Case Studies - Bullying, welfare and mentoring

Workshop H Wilson McCaskill - Using games to teach social skills

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WORKSHOP F
TEACHING BOYS INTROSPECTION

David Shores

David Shores *is an Educational Consultant in the areas of Boys' Education and Behaviour Management. He is employed as a Social Skills Educator in Adelaide, South Australia. His role involves working with teachers, parents and students to enrich classroom relationships. He has worked as a teacher for 30 years and holds qualifications in Special Education, group work and educational counselling. He has a background as a Trainer in Protective Behaviours and Mandatory Notification of Child Abuse. His present focus arises, in part, from training he conducted with the Domestic Violence Service in SA.*

A Social Skills / Behaviour Management initiative with a focus on masculinity

There will be a discussion of the *Social Education* classroom program and *Building Relationships with "Difficult" Students by Observing Ourselves* Professional Development Course with the main themes of social / emotional intelligence, responsibility, relationship, participation, behaviour, academic improvement

Aims

1. Enrich classroom / school relationships to improve academic achievement, participation and behaviour especially of **resistant male students.**

2. Provide a framework / language for teachers and students to develop their ability to introspect, especially in difficult situations. This leads to an understanding of what it means to take responsibility for our own behaviour, a key of social / emotional intelligence.

3. Reduce teacher stress (possibly this should be at the top!)

The Program

This innovative program contains two parts:
Building Relationships With "Difficult" Students By Observing Ourselves – aim to build on and develop teachers' interpersonal and *especially intra personal skills* and teach strategies that facilitate behavioural and attitudinal change within self and students.

Social Education a classroom program – developing introspection. Presents ideas and teaching strategies to explore the above concepts with students, especially those who seem difficult, reluctant or aggressive, often boys.

Introduction

We often ask our students to take responsibility for their behaviour as though it's a simple thing to do. Something that most of us do most of the time. However if we spend some time observing ourselves, we may notice, that especially in difficult and stressful situations, taking responsibility for our behavioural choices is often the last thing we want to do! Our "difficult" students seem to have the same problem! Developing responsibility is a skill like any other. We can teach them this skill as we learn it ourselves. What we think, feel, say and do are connected. Discovering this somewhat simple idea and observing ourselves in action, is the first step in developing the skill of taking responsibility for our behaviour.

The relationship between teacher and student is recognised by many educators as a critical factor necessary for positive social, emotional as well as academic development. This I believe is especially true with "difficult" students.

Much work has been done attempting to understand and remediate classroom and school situations where this relationship has broken down. Often this takes the major focus of attempting to modify, or manage the behaviours of the "difficult student". This often provides a new start for more positive relationships.

But what happens when the relationship continues to deteriorate with the resultant decline in social, emotional and academic outcomes? When the "difficult other" continues to resist or actively and consciously works to not develop positive relationships or change their "difficult behaviour?"

This course, Building Relationships With Difficult Students By Observing Ourselves and Social Education, have been developed specially with such situations in mind.

Making the behaviour of the student the primary focus misses out a critical factor in any difficult or crisis situation in a class or school. What's going on for me, the teacher? What am I thinking, feeling, doing and saying. Especially what beliefs are triggered about the situation? We often hear ourselves say, "That class is driving me crazy, that boy just knows how to push all my buttons, Miram makes me so mad!" If all this is so, who's running my life? Classes, that boy, or Miram!

Explaining our behavioural choices by referring to the actions of others is not bad or wrong! We say "that class is driving me crazy" because it feels like that class is driving me crazy! The problem for relationships in this way of making sense of stressful personal interactions, is that it strongly discourages introspect, looking at my behavioural choices and expects change to come first and foremost from the other. If you can get this to happen, great! However if the other seems reluctant, defiant and down right resistant to change then this course maybe for you!

History & Development – building on the work of the Boys & Relationships Program

In the early 1990s I was involved with a group from Community Health and Education developing the **Boys and Relationships Program.** This work aimed to explore issues of Masculinity, Power and Schooling. While accepting that 99.9% of us are born clearly male or female, the behaviours and attitudes that distinguish us as feminine or masculine are learned. If this is so, where do our students learn such attitudes and behaviours. Well certainly at home and from the wider community but also at school. We noticed that: POWER, STATUS and CONTROL seemed to be important qualities of traditional masculinity but also traditionally these were important qualities for "successful" teachers to display. Was it any wonder that conflict arose when you combined the two, confining them in a classroom for 5 hours or even 50 minutes, a day! As a result a one day awareness raising session for teachers developed with the following aims:

Raising awareness of male conditioning and explore possible implications for behaviour and learning in school. Highlight how teachers model attitudes of power and conflict resolution to their students. Facilitate attitude and behaviour changes in teachers which can be used to improve educational, behavioural and mental health outcomes for boys.

Since 1992, throughout Australia and internationally, over 3,000 teachers have attended these sessions.

As can be seen these aims (especially 2 & 3) assume the ability in both teacher and students to introspect and observe our thoughts feelings as well as actions. This quickly developed into an exciting challenge which eventually became – Building Relationships With "Difficult" Students by Observing Ourselves and Social Education.

Trailing and Conducting the Program

Since 1996 both teacher training and classroom sessions have been trialed and continue to be conducted, with primary, secondary and special education facility staff from Catholic Education SA. South Australian Education and Independent Schools. In 1998 I was approached and asked to conduct the programs for Disability Services, East Group of Districts, Department of Education, Employment and Training. I now work privately as well as .4 in the position of Social Skills Educator, Disability Services, Felixstow.

Since 1995 I have had the opportunity to annually present my work at the University of Cambridge, School of Education in the UK. In 1999 I will be presenting the one day workshop, Building Relationships With Difficult Students By Observing Ourselves for the first time.

BOYS' EDUCATION

Developing social / emotional intelligence

introspection	responsibility	relationships	academic
achievement	participation	social / emotional intelligence	

Over recent years, concern has been growing about the achievement, participation and behaviour of male students in schools. Many educators would agree that the relationship between the teacher and students, especially "difficult" students, is a key factor in creating positive academic and social / emotional outcomes for such students. This program, and associated programs, aim to actively and consciously help both teachers and students, especially "difficult" students to build and enrich relationships in the classroom and school. The "Social Education Program" has developed out of the "Boys and Relationships Program" and is closely associated with the staff development training called "Building Relationships With "Difficult" Students By Observing Ourselves".

The "Social Education Program" aims to develop introspection in our students, especially our impulsive, "acting out" ones, often boys! However it's not just for boys, it's for the whole class, girls, boys and class teacher. Because behaviour is contextual, it's important the program is presented in the social context that we are working to enrich, and that's the classroom.

The ability to introspect (reflect on our own beliefs, thoughts, feelings and actions) is an essential first step in developing the skill of taking responsibility for our behaviour. Taking responsibility for our own behaviour, resisting the temptation to blame and hurt, is a measure of social / emotional intelligence. This is not an easy process, especially in "difficult situations!" We say that he made us mad, because it feels like he made us mad!

Why the focus on boys?

Traditionally males in our society have not been encouraged to develop an understanding of an inner life. For males to discuss or worse still, to experience or display, the wide range of emotions available to human beings, traditionally was at best, seen as navel gazing, or more disturbingly, as unmanly, poofy or weak.

So why the need to change?

In the rapidly changing world of gender relations, our young men above all need much wider access to the range of interpersonal and especially intra personal options, than their fathers and grandfathers. The Women's Adviser to PM recently voiced a concern that while we seem to be preparing our young women for the next century we seem to be unaware that many of our young men are socially / emotionally more suited for the 1950s! If the "Girls' Education Strategy" was very broadly about getting our female students out into the world with a wider range of options, then what's the aim of Boys' Education? To get them out into the world? They're already there! I believe that the aim of Boys' Education is rather to get our boys and young men back into themselves. To develop introspection!

Why the urgency?

"Most men don't have a life. Instead, we have just learned to pretend. Most of what men do is an outer show, kept up for protection. Most women today are not like this. They act from inner feeling and spirit and more and more they know who they are and what they want."
Steve Biddulph – Manhood.

"The inner man often pays a large price for the success of the outer man. Power, authority, and traditional masculine values are achieved at the expense of feelings and self knowledge. And when the outer world crumbles – in marriage, work or simply during the transition into mid life – the grief stricken or rageful man emerges.
Peter O'Connor – The Inner Man.

The Social Education Program uses young males' attraction to physical risk taking, to create an interest in, and an understanding of, our intra personal experiences and how these experiences can be used to create more positive relationships in the classroom. What we think, feel, do and say are connected and with practice, by observing ourselves in action, both adults and students can develop an understanding of what it means to take responsibility for our internal and external behaviours.

Why an associated program "Building Relationship With "Difficult" Students By Observing Ourselves?"

In our work with the "Boys and Relationship Program," exploring issues of masculinity with our students, we quickly realised that in regard to traditional masculinity, there were three important qualities, ie. power, status and control!

These may manifest as black tee shirt, shaved head, tats and a bull terrier, or equally, the very stylish business suit, mobile phone and a Mercedes! This is in no way to suggest that these qualities are necessarily bad or wrong, however they can, and do, have a profound influence on relationships.

Similarly as a teacher for thirty years and working with teachers, it soon becomes apparent that traditionally at least, to be a successful, capable or OK teacher you had to display power, status and control!

Again this is not to imply that such qualities are necessarily bad or wrong. In fact they are sometimes essential.

However, it's not surprising to find that if you get a group called boys, who have a strong interest in power, status and control, and you put them in a room with a teacher who is also likely to have a strong interest in power, status and control, then shut the door for an hour or so, that they clash.

With this in mind the one day training called "Building Relationships With "Difficult" Students by Observing Ourselves" was launched. It explores the same issues as Social Education but in a very different format.

WORKSHOP G
CASE STUDIES - BULLYING, WELFARE AND MENTORING

Case Study One
Bullying - A serious issue

Maroochydore State High School, Qld.
Brian Schofield & Carl Voller

Brian Schofield

Began teaching with NSW Dept of Education in 1980 with an appointment at Queanbeyan High School, as a Social Science Teacher and Special Needs Teacher. Transferred to Warrawong High School in 1981 and became involved with children from culturally different backgrounds and learning difficulties. During this time I was in a Year Co-ordinator position and a member of the school's Discipline Committee. Assisted in the development of a Senior Life Skills Program for senior students with learning difficulties. In 1989, transferred to Dunedoo Central School and acted as Social Science Co-ordinator and Careers Officer providing a careers guidance service for students in Years 8 - 12 with a specific focus on vocational and tertiary advice for Year 12 students. In 1991, accepted a position as Social Science Co-ordinator at Mercy College in Mackay with an emphasis on the Studies for Life Program and Aboriginal and Torres Strait Islander Education.

In 1995, I taught at Morayfield State High school in the areas of Social Science, English and Mathematics and began a Postgraduate Diploma in Behaviour Management. I was appointed to the Care and Concern Unit at Maroochydore State High School which offered support to "at risk" students and also to teachers with difficult students as well as parents of these students. During this time there was a responsibility for co-ordinating the Anit-Bullying Program and Alternate Programs. Since 1998 acted as a Year Co-ordinator as well as continuing as a Leaning Support teacher and a Behavioural Support Teacher. I have been studying a masters of Educational Studies (Guidance and Counselling) since 1996 with a view to completing this year and have a keen interest in the physical and emotional well being of all students and the wider school community.

Senior Constable Carl Voller

For the last 18 months I have been the school based police officer for Maroochydore and Kawana State High Schools. I am also the "Adopt a Cop" at Buderim State School. I was a detective in the Juvenile Aid Bureau for ten years in Brisbane as well as here at the Sunshine Coast. All up I have 14 years experience in the Police Force. I am 41 years of age with 6 children and I have a strong interest in the welfare of young people. My major role in the schools is to educate the students in general Law and Order issues, of particular relevance to youth relation issues such as drug awareness. I am also heavily involved in working and counselling young people at the schools. Through my contact with these students I am able to link them to "Insearch Youth Camps" which helps them build self esteem, trust and love.

MAROOCHYDORE STATE HIGH SCHOOL ANTI-BULLYING PROGRAM

BACKGROUND INFORMATION

DESCRIPTION, OBJECTIVES AND METHODOLOGY

Students

Situated in the commercial and administrative centre of the Maroochydore Shire in the Sunshine Coast Region, Maroochydore State High School services the community of Maroochydore and adjoining areas. Students from years 8-12 are enrolled at the school. Opened in 1964, it has grown to a very large high school. Over the past three years, the student population has varied from 1,480 in 1993 to 1,630 in 1994. In 1995, the population reduced to 1,598, 1999 expected 1,200, 2000 - 1230. Almost 50% of the students travel by school bus and more than 20% by bicycle. There is a wide range of socio-economic backgrounds.

The students community consists of students with a wide range of interests and abilities with on-going enrolments from itinerant families including those from interstate. There is 10% transience. there are significant pockets of poverty. the majority of students have tertiary or TAFE entrance aspirations.

Structures and programs

All three Deputy Principals are responsible for behaviour management. All Deputy Principals work closely with year Coordinators to whom playground misbehaviour is referred and who centralise data in relation to student misconduct within and outside the classroom. All cases reported are investigated, appropriate action taken and feedback given to all involved.

Training

Bullying became an issue of concern to staff in 1993. An extensive awareness campaign was conducted and key staff were trained in *no blame* approach to bullying. This continued in 1994. In 1994 *Community Accountability Conferencing* (CAC) was introduced as one program strategy to repair the harm by exploring the effects of the bullying on victims, perpetrators and their families with opportunity for problem solving and restitution. This represents a fundamental shift in philosophy from punishment to restoration. 12 staff at the school have been since trained in CACs and 10 are accredited harassment officers.

Suspensions and exclusions

The principal may suspend students for up to 20 days. The number of days suspended reflects the seriousness of the actions which led to the suspension and/or indicates that the student has exhibited previous unacceptable behaviour. The principal may recommend to the district director that a student be excluded. The decision for this rests finally with the Minister for Education.

Model

The program operates at three levels: a pro-active level involving the total school community (level 1), an intervention level (level 2), and level 3 for dealing with incidents of serious harm and chronic bullying. This is shown on the next page.

MODEL OF MAROOCHYDORE STATE HIGH SCHOOL ANTI-BULLYING PROGRAM AND ITS RELATED PARTS

Exclusion
1-20 day suspensions
Suspension 1-5 days
Alternative Programs
Talk Sense to Yourself
Menz work (aggression control)
community Accountability Conferencing
Referral to other agencies and providers
Contracts with students and contact with parents

LEVEL 3: SUPPORT (AND CONSEQUENCES)FOR BULLIES, THEIR VICTIMS AND THEIR FAMILIES

Peer mediators
Monitoring of known bullies
support and protection of victims
Management of data to track behaviour
Conflict resolution between bullies and victims
Feedback to staff, students, and parents on incidents and referrals
Interviews with alleged bullies from *Bullying Survey* and student complaints using *no blame* approach

LEVEL 2: INTERVENTION AND MANAGEMENT PROGRAMS

All students years 8 to 10 fill in Bullying Survey
Published consequences re unacceptable behaviour
Published *Rights and Responsibilities* of students, staff and parents
Involvement of many staff in training, developing and implementing programs
Training of staff and students in peer mediation program
Student Care Committee participates in playground conflict management as peer mediators
Reports form Student Care Committee to Student Council re progress and concerns
Re-defining playground areas and playground duties based on data from *Bullying Survey*
Human Relationship Education for all students includes conflict management and assertion skills
Information and promotion of anti-violence and its success of programs to members of school community
Establishment of Care and Concern group to centralise data and manage many programs related to reducing violence
Promotion of non-violence and self-responsibility by all members of school administration

LEVEL 1: PRO-ACTIVE AND COMMUNICATION PROGRAMS INVOLVING ALL STUDENTS STAFF AND PARENTS

MODEL SHOWS THREE LEVEL PROGRAM TO DEAL EFFECTIVELY WITH VIOLENCE INCLUDING BULLYING

Summary description of project

The Anti-bullying Campaign at Maroochydore State High School has a three pronged approach:

- ***on-going awareness and communication that promotes tolerance and non-violence, that involves and educates students, staff and parents and that provides feedback and reinforcement*** e.g. through poster competition, school newsletter articles, harassment posters on backs of toilet doors, talks on parade; Bullying Survey; developmental program implemented through Human Relationships Education, publication of collaboratively developed reciprocal *Rights and Responsibilities*.

OUTCOMES AND PERFORMANCE MEASURES

By involving and educating students, staff and parents the school is advancing a non-bullying environment and thus helping change the ethos of the school to one of non-violence

- ***consistent intervention practices*** - actively encouraging the reporting (not *dobbing*) of bullying; treating information seriously; *documenting* details of incidents, *investigating* each incident, *protecting* victim from further abuse, *following up and monitoring* cases, clearly *communication consequences* for further abuse.

All cases reported are investigated, appropriate action taken and feedback given to all involved.

- ***programs and structures to monitor violence and take action against bullying and other unacceptable behaviours***

- No tolerance of physical violence in the school - serious consequences including suspension of up to 20 days.

- Non-coercive non-violent approaches to behaviour management including Care and concern staff of the full time equivalent of 1.5 teachers dedicated to whole school behaviour management. They have strong interpersonal and conflict management skills. They investigate all cases reported and take appropriate action including regular contact with parents (letters and approximately 30 phone calls per week).

- Information management supported by 11 hours per week teacher aide to enter data and manage records.

- Training of key staff e.g. in *No Blame* approach (conflict resolution including reparation).

- Customised support for perpetrators make choices to change behaviour on return to school e.g. *No blame approach*, *Talk Sense to Yourself*, and referral to external agencies and support services e.g. Menz Work (aggression control) and *Community Accountability Conferencing* (CAC).

- Community Accountability Conferencing - this process is used as level three intervention (most serious cases) when there is no doubt about the victim or the perpetrator and they admit responsibility. The conference is made up of the victim/s, perpetrator/s, their families and/or supporters. Usually staff are involved as supporters of victim/s and perpetrators. The conference facilitator/s are trained members of staff. The process uses reintegrative healing to emphasis the unacceptability of the deed (not doer), how the deed has effected the victim, perpetrator, families and/or supporters, gives an opportunity for problem solving by member including arrangements for restitution with the community responsible for monitoring the outcomes. This represents a fundamental shift in philosophy from punishment to restoration. this usually has a transformative effect on the perpetrator.

- **Bullying Surveys (1994 and 1995)**

  Bullying survey - all year 8, 9, and 10 students in the school filled out a survey on bullying, where it occurs and who does it. this information is then collated and perpetrators rank ordered, analysing year levels etc. From this information the students were then interviewed using 'no blame approach', parents were contacted, noted on students records and serious consequences for further bullying outlined. This information was also used to redefine playground duty areas in the school as well as the number of teachers assigned to each area.

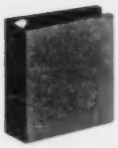
  This practice has a number of benefits. Firstly, the school was able to confirm suspicions about the extent of bullying by some students which could then be acted upon. Secondly, the interviewing of named bullies, became an avenue for helping the perpetrators understand the implications of their actions while challenging their belief structures. It also reinforced the school commitment to non-violent environment for school community members. This had the added benefit of increasing the confidence of members in the structures in place, which was evident by a number of reportings following the survey. The process also afforded student reflection time. Lastly, it provided information about where and when bullying was taking place, invaluable in the strategic planning of the physical environment, such as redefining play ground duty boundaries and the number of teachers in these areas.

- Anti-bullying committee (includes student representative)

- Peer Mediation - in a 'train the trainer' program, staff, then the first round of students have been trained in conflict resolution skills for handling lower level harassment and conflict. The focus is on students developing skills and providing opportunities to solve problems themselves with adults offering a support structure.

- Anti-Violence Award – Unicorn Award (1995).

- Successful outcomes have been a 10% reduction in bullying from 1998 to 1999 across the entire school, plus a 15% increase in the number of staff trained as Harassment Officers.



SCHOOL POLICY

POLICY NAME: ANTI BULLYING POLICY

Preamble

Maroochydore State High School has a behaviour management plan which includes strategies for dealing with bullying in schools. Our staff are currently using the Education Queensland Bullying Kit for training of all staff, review of their procedures and consideration of the latest in research and strategies to deal with bullying.

Procedure

We use procedures using the four Cs (Care, Courtesy, Cooperation and Common sense) and modelling for the students by staff.

Classroom Rules include the 5 P's (Pleasant, Productive, Punctual, Prepared, Positive)

Maroochydore State High School has been using the following strategies since 1990.

- Using the five P's (Pleasant, Productive, Punctual, Prepared, Positive)
- Using the four Cs (care, courtesy, cooperation and common sense).
- Modelling by the Principal and Deputies weekly on parades, along with teachers and students' rights and responsibilities
- Modelling by staff in their classrooms.
- Modelling through our Bully Busters Week program – activities highlighting anti-bullying themes. This includes Bullying Surveys.
- The Year 8-12 leadership program, allows students to model the desired qualities for their peers.

Our behaviour management plan was developed through and by our school community in 1990 through the Impact program. This involved teachers, aides, parents, students and consultants. The plan is under continuous review, (staff meetings, working groups) and training is conducted regularly for incoming staff. An induction program is in operation and includes the 10 microskills of Behaviour Management.

Maroochydore State High School uses the "No Blame Approach" and the Anti-bullying courses to actively deter students from being bullies, and for victims to become more assertive in their response. Workshops for students in peer mentoring and peer mediation have produced successful outcomes in student care and behaviour.

Source

Ken Ernst, Deputy Principal ..... 24 August 1999

Bullying - A Serious Issue

Kinds of Behaviour Classed as Harassment or Bullying

Individuals or a group may commit range of behaviours designed to disrupt another person physically or emotionally. They include:

Physical

hitting
punching
pushing
spitting
sexual abuse
hiding, damaging or destroying property belonging to some-one else

Non Physical

name calling
put downs
using offensive names
abusive language

degrading comments based on a person's
- culture
- gender
- religion
- socio-economic background

ridicule based on a person's physical appearance
writing derogatory graffiti about others
crude notes or drawings about others
spreading rumours about others and their families
belittling another's abilities and achievements
excluding people from a group
teasing
threats
extorting money

I have read the above and understand that this sort of behaviour is unacceptable. I will play my part to ensure that our school remains a safe place for everyone.

Name:_____ Signature:_____ Date:_____

NAME:.....	
FORM:.....	Date:.....
No Blame Interview for Bullies and Colluders	
Get the Picture	
In August we carried out a bullying survey and results have shown that you've been giving kids at the school a hard time. What have you to say about this?	
What is it about your behaviour that other kids may see as bullying?	
Perhaps you've been hanging around when these kids were given a hard time. CAN YOU TELL ME SOMETHING ABOUT THIS?	
So you agree that you have been giving kids a hard time?	
Build Awareness	
What do you think of bullying?	
How serious do you think it is? Would you say it was criminal in nature?	
If you have a problem at home, how do you solve it?	
How are you treated at home?	
If you have difficulties with others, say at school, how do you resolve them?	
What do you think of violence?	
If a person is bullied over a long period of	

time, what do you think the long-term effects could be?	
Perspective Taking	
Have you ever been bullied?	
How did it feel?	
What do you think it is like for the victim?	
What about the victim's right to feel safe at all times?	
Bottom Line	
Did you know that Maroochydore High School has an anti-bullying policy?	
Do you know that if you are mentioned again as a bully there will be more serious consequences?	
We want you to know that this sort of behaviour will not be tolerated in the school.	
Conclusion	
THIS INFORMATION HAS NOW BEEN ENTERED ON YOUR RECORD CARD AND FURTHER INCIDENTS WILL BE TREATED SERIOUSLY.	

WORKSHOP G
CASE STUDIES - BULLYING, WELFARE AND MENTORING

Case Study Two
Accepting the responsibility for diversity and school improvement - lessons from the classroom

Lisa Crawford and Steve Lochley, Noumea Primary School, Shelby, NSW

Steven Lockly is an executive teacher at Noumea Public School since 1999. He was previously a classroom teacher at Windsor South P.S. and a casual teacher K - 12. He is a stage 3 co-ordinator and is full time teacher of a stage 3 class.

Lisa Crawford is an executive Teacher at Noumea Public School. (Started this year). Previously was a classroom teacher at the same school and a casual teacher at Barnier P. S. Also trained in Reading Recovery and is Stage 1 co-ordinator.

Together we have restructured Student Welfare, enabling each staff member tohave a role within student welfare. We established a Learning Support Ream that is functioning effecting to cater for students Leaning and Behavioural needs.

Schools aiming to reform have researched inclusive school improvement programs and have shifted the development and responsibility of the accountability and improvement process from the principals office to the classroom. This change has occurred as teachers have begun to recognise that a core component of school accountability and knowledge management comes from within their classrooms. When teachers and students can gather and analyse the data that they collaboratively identify, a collective knowledge develops that, when applied, significantly improves student and school outcomes. These classrooms, with quality time have evolved a knowledge baseline to their work and have assured that the right resources are allocated to the right students for the right reasons.

This session seeks to illustrate Noumea's quality approach to class-driven school improvement by demonstrating how the school

- establishes benchmarks for teachers to work from
- streamlines current assessment, reflection and reporting procedures
- establishes a collaborative quality assurance climate within classrooms and across the school
- facilitates monitoring of observed trends over time
- provides diagnostic information on individual student progress to aid instructional decisions
- enables authentic participation in the development of a 'knowledge ecology'

Examples will illustrate Noumea's current approach to boys' education and in particular strategies employed to support the learning and behavioural needs of our Aboriginal, Samoan, Tongan, Maori and white Australian boys.

Making a Difference - is it possible?

Despite the tireless efforts of thousands of educators, policymakers, parents and community members to bring about improved student outcomes, the overall pattern of achievement for far too many students remains largely unchanged, particularly in poor or urban communities and communities of racial diversity. The quality of life for these students is jeopardised by poverty, lack of employment opportunities, poor health care, crime, fragmented services, and despair; and although identifying conditions that make a difference have been the emphasis of numerous studies and programs still the number of at 'risk' students continues to increase.

The increase in numbers sadly cannot be isolated to, or blamed upon disadvantaged communities. 'At risk' students now sit in every school, in every classroom, in ever socio-economic environment. What seems to be becoming evident, is not a lack of effort, knowledge, examples of 'what works,' or the type of students we now have but instead, that we have framed the problem incorrectly and, as a result, have been looking for solutions in the wrong places. It is now recognised that students are "placed 'at risk' when they experience a significant mismatch between their circumstances and needs, and the capacity or willingness of the school to accept, accommodate, and respond to and maximise their social, emotional, and intellectual growth and development" (Hixson, 1993). Studies show that as the degree of mismatch increases, so too does the likelihood that students will fail to either complete their education, or more importantly, to benefit from it in a manner that ensures they have the knowledge, skills, and dispositions necessary to be successful in the next stage of their lives (Hixson, 1993). It is felt that this predicament derives from three widespread, but nonetheless incorrect, assumptions:

- The way we currently 'do school' is the way school should always be done.
- The ways in which schools are organised and teaching is practiced has always worked before and was good enough for 'us.'
- The change in patterns of student achievement can be traced to changes in characteristics of the students, families, and communities that schools now serve.

While each of these assumptions have grains of truth, on the whole they have led us down the wrong paths, on a journey of research and programs that have caused more wrong than right; and before we can begin to support student achievement we need to rethink and redesign education and school in its broadest and most pragmatic terms to ensure that schools can

- develop as learning places
- enable cycles of learning
- pull down the school fences and
- activate the student voice

The focus of our efforts, therefore, should be on enhancing our institutional and professional capacity and responsiveness, rather than categorising and penalising students for simply being who they are.

Develop learning places

Children entering school today will graduate from secondary education in the year 2010. The world and its boundaries will have changed, the nature and purpose of schools will be different and the role of principals and teachers will have been redesigned and redefined as governments and their communities create a preferred future. It is possible that in the year 2010 the terms principal, teacher, classroom and school will be no more and in their place will be terms more congruent with world in which we will live.

There is evidence from many parts of the world that school education is witnessing major change, that "is being moulded by the forces of politics, economics, technology and ecology" (Ellyard,6,1998). Studies in Australia (Caldwell, Gurr, Hill and Rowe, 1997: Odden and Odden, 1997), England (Levacic, 1997) and America (Marsh, 1997) indicate global agreement in the main aspects of school education change that will be greatly influenced by what Toffler calls the 'third wave', the information age (Toffler,1995 cited in Hough and Paine,1997) and what Caldwell calls the 'information revolution' (Caldwell,1996a).

As principals and their school communities come to recognise the impact of this revolution so to will they need to continually question the ways that both the construction of schools and the delivery of teaching and learning process are currently implemented. The organisational pyramid, the typical bureaucratic hierarchy, characteristic of school systems for over a century, and its characteristic line-managed and authoritarian processes are still deeply entrenched in many schools, acting as an impediment to progress and change (Handy,1985; Naisbitt and Aburdene,1985; Tonkin,1991 cited in Groundwater-Smith and White,1995). A new organisational structure that enables continuous change and reformation is what is needed to drag schools out of the nineteenth century and into the twenty first century. Only then do schools become places of learning, places where difference is actualised.

Developing a school as learning place takes quality time to implement and transformational leadership to maintain. It forces a school to reflect on the alignment or lack of alignment of their approaches to learning, teaching and assessment; and the ways they record, reflect and report aspects of this relationship. Hard questions about shared leadership, teacher culture, communication channels and participative process need to be addressed; as will consideration need to be given to the ways we organise children, resource classrooms and plan strategically.

Such a radical redesign of schools will require fundamental changes and school communities will need to be critical as this change process transforms the schoolhouse into a learning organisation. It will require a number of platforms that when layered enable cultural change and positive school improvement to progress in a timeframe congruent with the external environment. These platforms will need to include

1. an open and professional culture;
2. the development of a 'learning community' philosophy;
3. a systematic practical and theoretical approach to learning; and
4. a shared responsibility in terms of student and school learning (see figure 1).

The Paradigm Shift from Cottage Industry to Learning Organisation

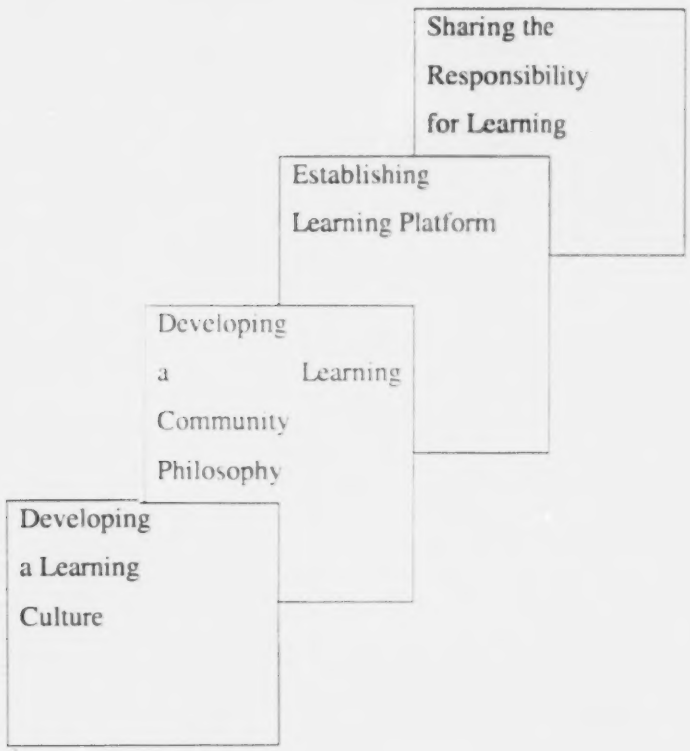


Figure 1: © Lewis,J. 1998

Combined these platforms have the capacity to enhance teaching practice, improve the potential of the individual learner, encourage collaborative process, and ensure a shared responsibility for student achievement between home and school (Groundwater-Smith and White,1995). These platforms are intrinsic to any system of learning whether it be in the compulsory or post-compulsory years.

The structure of schools themselves and the mandated barriers between preschool and primary school, primary school and secondary school, secondary schools and tertiary institutions, have remained unchallenged and unquestioned for centuries. These barriers promote a lock step approach to education and provide an invisible boundary to learning performance. Whilst a ceiling effect continues within schools, within academic years and through curriculum unitisation nothing will change and schools as learning places will continue to be unachievable.

How we group children in our classrooms and schools indicates the expectations we have for them. Research by Oakes (1985) and others documents the deleterious effects of

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tracking on low-achieving students. Conversely, recent research demonstrates...positive academic and social outcomes as a result of heterogeneous, cooperative learning groups (Wheelock, 1992; Johnson and Johnson, 1990; Slavin, 1990).

Schoolwide practices associated with student achievement and psychosocial benefits need to include:

- a schoolwide culture that reinforces students' academic accomplishments
- public recognition, awards, and incentives associated with school-level achievement
- smaller organisational units (mini-schools, charter schools, and learning groups)
- an emphasis on student involvement and belonging that reduces feelings of alienation and disengagement
- effective and responsive instructional programs that shield against adverse circumstances
- student engagement in school life
- positive social interactions among peers and with adults
- cooperation among teachers and students
- shared interests, values, and goals
- an academic orientation
- well-organised lessons with clear learning objectives and
- student satisfaction

For engaged learning to happen, the classroom must be conceived of as a knowledge-building learning community. Such communities not only develop shared understandings, but also create empathetic learning environments that value diversity and multiple perspectives. These communities search for strategies to build on the strengths of all of its members. They encourage students to ask hard questions, define problems, lead conversations, set goals, have work-related conversations with family members and other adults in and out of school, and engaged in entrepreneurial activities.

In such environments teachers not only provide institutional support for academic content and skills, but also serve as confidants and positive role models for student. They help students develop the values and attitudes needed to persevere in their schoolwork and achieve a high level of academic performance. The teacher promotes educational resilience by encouraging students to master new experiences, believe in their own efficacy, and take responsibility for their own learning.

Enabling cycles of learning

While curriculum influences are less powerful than classroom practices and the home environment, they play a pivotal role in the provision of quality education to children who are placed 'at risk' of school failure. In fact, providing all students with the opportunity to learn advanced subject-matter content is a tenet of current educational reform efforts and a key resilience-promoting strategy.

We know now that all children, including those with special needs, can achieve high academic standards when provided with challenging curriculum content and instruction tailored to their individual strengths and learning needs. Superior curricula contain

learning activities and materials that promote higher order thought processes and are responsive to student diversity and needs. Such curricula enhance students' motivation and serve as protective factors that promote educational resilience and learning success. By contrast, curricula that are disconnected from students' experiences, culture, and needs can contribute to their learning problems (Wang and Reynolds, 1995).

Research on learning has documented that there is not a clear developmental sequence from literal meaning and skills to more advanced thinking (Means and Knapp, 1991; Palincsar and Klenk, 1991). As students learn, they concurrently use basic skills and higher level thinking skills. All students need to be able to interpret, analyse, solve problems, and make sense of what they are learning. In a thinking curriculum, students are encouraged and expected to use such advanced thinking skills. This more integrated view of learning further challenges a discrete skills and memorisation approach to even the basics of reading and mathematics.

Rutter's (1979) research also confirms that a rich and varied curriculum gives students the opportunity to be successful not just in literacy and numeracy but also in art, music, sports, community service, work apprenticeship, and in helping their peers. Similarly, teachers who teach to a broad range of learning styles and multiple intelligences communicate that the school values the unique strengths and intelligences of each individual (Gardner, 1985).

Research suggests that the curriculum of the prototypical remedial or compensatory education program often contributes to children's learning problems. Students in pull-out categorical programs often receive watered-down curriculum, including less instruction on higher order skills, comprehension, and problem-solving than their advantaged counterparts receive (Allington and McGill-Franzen, 1989; Pugach, 1995). In some schools the pull-out model is being replaced with in-class programs, in which special teachers provide additional help for students within the regular classroom setting; and schoolwide programs, in which all teachers team together to provide richer instruction for all students. Schoolwide programs, notes Burnett (1993), "can help schools to eliminate pull-outs completely or to redefine them as an 'as-needed' service instead of as the core of a program." Some educators have suggested extending learning time for disadvantaged students through extracurricular activities, after-school cultural and recreational activities, and community service.

Evaluation is one more component of schooling through which we convey either high or low expectations. Schools that motivate young people to learn do not rely on standardised tests that assess only one or two types of intelligences, usually linguistic and logical-mathematical, according to Gardner (1985). Nor do they focus on 'right answer' questions and assessments. Instead, they use several assessment approaches, including authentic assessments that promote student reflection, critical inquiry, and problem-solving, and assessments that validate children's different intelligences, strengths, and learning styles.

A final area in which expectations play a role is in motivating students and instilling within them a responsibility for learning. Kohn (1993) argues that extrinsic rewards 'punish' youth. Schools that are especially successful in promoting student success build on students' intrinsic motivation. These schools actively engage students in a variety of rich and experiential curricula that connect to their interests, strengths, and real world activities (Anderman and Maehr, 1994; Weinstein et al., 1991). In addition, they count on

students' active participation and decision-making in the daily life of the classroom and school to build responsibility and ownership for learning. These, in turn, become intrinsic motivators for further learning and resiliency" (pp. 70-72). The principles therefore of a successful classroom that enables the cycle of learning include:

- *recognising that every child can be successful and that these incremental, individual successes should be celebrated.* This can be achieved by shifting from a competitive learning environment to a cooperative learning environment where the individual student learns at their personal performance level. Focus is given to the successful strategies that cater for individual learning styles, cultural backgrounds and personal circumstances;

- *moving from a model of remediation to one of prevention and continuous improvement.* A comprehensive curriculum enables class based reform and a placing of emphasis on more explicit learning outcomes. Teachers ask the questions
  - what do we want our students to know?
  - when do want our students to know?
  - how much should our students know?
  - how well should they know?

The identification of explicit knowledge, skills and understandings in each key learning area and the provision of a framework for monitoring student growth is supported in this model;

- *moving from an exclusive curriculum to an inclusive curriculum.* School staff and parents construct a sequential curriculum in terms of language and local content to support the learner and their communities. An explicit curriculum assists planning of learning outcomes and the mapping of student progression. With the increased use of challenging learning tasks, textbooks begin to slowly disappear;

- *moving from isolated units of work to sequentially planned units of work.* This can be achieved through teachers collaboratively programming and developing integrated units of work. This allows the participation of every student in the learning process, the level of outcome to be achieved differentiated to ensure success. Programming becomes a registration process and teacher accountability shifts from their program to student profiles and worksamples. The student's work becomes the core focus of the measure of student, class and school improvement;

- *changing the learning environment from one of fear and failure to one of trust and success.* Teachers establish an explicit approach to learning, clearly articulating the outcome of a learning activity and therefore ensuring student understanding before commencement of learning. Teachers find by investing time and articulating the outcomes of the lesson, that student learning speed and understanding increases. In such a learning environment there is a focus on

  - maximising learning time;
  - setting high expectations for all students;
  - providing ample opportunities for student-teacher interaction;
  - maintaining a high degree of classroom engagement;
  - tailoring instruction to meet the needs of individual students;
  - engaging students in setting goals and making learning decisions; and
  - participating in group learning activities.

During the last decade, research on successful programs for youth at risk of academic failure have clearly demonstrated that high expectations, with concomitant support, is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to tertiary education (Mehan et al., 1994).

"Schools that establish high expectations for all students and provide the support necessary to achieve these expectations have high rates of academic success (Brook et al., 1989; Edmonds, 1986; Howard, 1990; Levin, 1988; Rutter et al., 1979; Slavin et al., 1989). One of the most significant findings is that the longer students attend these successful schools, the more their problem behaviours decrease. In unsuccessful schools, the opposite is true the longer students attend them, the more they exhibit problem behaviours. Rutter (1979) concluded that, 'schools that foster high self-esteem and that promote social and scholastic success reduce the likelihood of emotional and behavioural disturbance' (p.83).

An aspect of curriculum that leads to high expectations and resiliency is the need for schools to infuse multicultural content throughout the curriculum. This honours students' home cultures, gives them the opportunity to study their own and other cultures, and to develop cultural sensitivity. All children and youth need to develop their primary language skills and learn English as a second language or, if English is their primary language, to learn a second language. Moreover, schools must be adept at doing this without intensifying cultural and language stereotypes. As Hilliard (1989) concludes after years of studying the role of learning and teaching style in the education of youth of colour, 'the explanation for the low performance of culturally different minority group students will not be found by pursuing questions of behavioural style....the children, no matter what their style, are failing primarily because of systematic inequities in the delivery of whatever pedagogical approach the teachers claim to master; not because students cannot learn from teachers whose styles do not match their own' (p. 68).

Activating the student voice

Research findings are helping educators recognise the need for students to take an active role in the learning process. When students are responsible for their own learning, they actively plan, organise, and evaluate their progress. At-risk students can become more active, strategic learners when they develop metacognition, or the ability to think about their own thinking and learning.

With metacognitive awareness, students can actively plan how to learn, monitor their progress, and evaluate their own achievements. Cooperative learning allows students of varying abilities and interests to share responsibility for learning as they work together in small groups to research topics, solve problems, and improve their understanding of subject matter. Peer tutoring, which can help both tutor and tutee to take an active role in learning, encourages the development of academic and social skills as students teach other students.

Collaborative work that is learning-centered often involves small groups or teams of two or more students within a classroom or across classroom boundaries. Heterogeneous groups (including different sexes, cultures, abilities, ages, and socioeconomic backgrounds) offer a wealth of background knowledge and perspectives to different

tasks. Flexible grouping, which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and ensuring increased learning opportunities.

The most powerful models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers. This allows for co-construction of knowledge, which promotes engaged learning that is problem, project, and goal-based. Some common strategies included in engaged learning models of instruction are individual and group summarising, means of exploring multiple perspectives, techniques for building upon prior knowledge, brainstorming, Socratic dialogue, problem-solving processes, and team teaching.

The role of the teacher in the classroom therefore shifts from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher is also required to act as a guide, a role that incorporates mediation, modeling, and coaching. Often the teacher also is a co-learner and/or co-investigator with the students.

Students also become teachers themselves by integrating what they've learned. Hence, they become producers of knowledge, capable of making significant contributions to the world's knowledge. They become the leaders of their learning.

Pulling down the school fences

Many schools fail to realise that the home environment provides an abundance of resources. Parents (as well as other adults and older siblings) serve as children's first teachers, filling both nurturing and educative roles. Families foster not only children's physical growth but also their motivation to master the environment, their competence development, and their self-esteem. They provide knowledge about the world, opportunities to learn, models of behaviour, and social and functional connections to the larger community. Referred to variously as the "integrated," "collaborative," "coordinated," or "school-linked" services movement, its goal is to harness the resources of the family, school, and community to create contexts that support students' learning success by meeting the physical and social wellness needs of students and their families (Dryfoos, 1994; Flaxman and Passow, 1995; Rigsby, Reynolds, and Wang, 1995)

Short-term prospective studies demonstrate that factors protecting against adversity include a positive parent-child relationship, family cohesion, warmth, assigned chores, responsibilities for the family's well-being, an absence of discord, and other secure childhood attachments. Other family attributes associated with school attendance and achievement among at-risk students include: monitoring television viewing, reading to young children on a daily basis, expressing high expectations for academic success, and helping with homework. Family dysfunction, including marital instability and frequent relocations, predicts school disruptiveness and low achievement (Masten, Best, and Garmezy, 1991; Wang and Gordon, 1994). It is the school's responsibility to support the families 'at risk' and to actively engage family members in choice-laden involvement and participative activities.

Local communities can positively affect the social well-being, health, safety, and intellectual life of their residents. Social support by caring adults in the community helps sustain support for task accomplishments, and increases community-based opportunities for students to develop new interests and skills (Rigsby, Reynolds, and Wang, 1995). Community-based programs that engage children and youth in activities such as protecting the local environment, conducting food drives for the hungry, and participating in library-based reading programs provide youngsters with first-hand experience cooperating with their neighbours. These activities not only develop participants' knowledge and skills, but provide powerful evidence that communities support their residents. Students learn through participating and learning that they are valued community members; that they can contribute to its well-being. Such activities help to overcome a sense of alienation and disenfranchisement.

Communities with well-developed and integrated networks of social organizations demonstrate how community-based actions can help children and youth who live in high-risk circumstances overcome adversity and facilitate resilience development and schooling success. These communities promote social and cultural norms that consistently express high expectations for good citizenship and educational success of children and youth. This expectation, and the key role the community plays in providing protective mechanisms, are seen most clearly in efforts to establish cultural norms on alcohol and drug abuse (Bell, 1987). The effectiveness of substance abuse programs is greatly enhanced by integrating community resources.

Conclusion

As the next millennium quickly approaches the positive potential for 'making a difference' in terms of improving educational outcomes and ensuring quality schooling is critical. Engaging the community in the kind of research, investigation, experimentation and evaluation required to construct and reconstruct the learning organisation to 'make a difference' is what education is all about.

As school communities, redefine their roles for the next millennium a number of questions will need to clarify *how do we make a difference?* In challenging the models of current educational platforms we as educators will need to ask:

- what will schools and classrooms look like in the twenty first century?
- how will learning be structured?
- what will be seen as inappropriate practice?
- what will be celebrated and valued from the 1990s?
- how will we individually build our learning culture, community and learning platform to enable our school community to create the school of the twenty first century?
- what skills and capabilities will our students need to thrive in the twenty first century?
- how will we create an education system which will engender these skills and capabilities?
- what structures do we have in place to enable the self managing teacher? and
- what structures do we have in place to enable the self managing student?

Until we reconcile these questions can anyone really 'make a difference'

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WORKSHOP H
USING GAMES TO TEACH SOCIAL SKILLS

Wilson McCaskill

Wilson McCaskill's *interest in games began as a UK based actor heavily involved in community theatre. Working with many children for whom school was irrelevant and annoying, he became aware of the power of games to nurture social development and self control.*

The Game Factory program developed by Wilson has been used extensively in schools throughout W.A. and has been tested and refined over fifteen years of practical application. Wilson's manual Games for Growing (over 3,000 copies sold), continues to make a fun contribution to the social development of kids in W.A.

In this highly interactive workshop, Wilson will empower those that attend with the understanding that games are a fantastic tool to develop beneficial behaviours in those who participate. The games covered will help children develop the following attitudes and behaviours.

Participate to Progress

- Looking at and dealing with the many things that stop children from having a go.

You need guts

- Acknowledging the need for courage. As important to take to school as the sandwich in you lunch box.

Laughing at no-ones expense

- The importance of laughter in the making of friends.
- The release of tension.
- The acceptance of our limitations.

You stick a chance if you stay on task

- Challenging games that tempt children to stay focused and connected to each other.

Letting go - Moving On

- Encouraging children to let go of failure, remain optimistic and prepare for opportunity.

Cool Fool

- There's no such thing. A fools a fool and he ain't never gonna be cool.

Break the cycle

- I feel clumsy; I get embarrassed; I panic; I punch. Identifying, interrupting and overcoming this response cycle.

Giving support to get success

- Playing games that fail when put downs prevail.

Use your gear box

- Teaching children to change gears because life is not a freeway but a scenic route of fascinating changes and challenges and unless you select the correct gear for the road you're on you'll spin out and miss the spectacular scenery lifes journey has to offer.

The following three games are examples of the many games developed by the games factory that are useful for developing social skills.

TIMEBALL

Main Purpose

To encourage effective communication, gender equity, strategic thinking, physical control, quick thinking, group and individual focus, and concentration. This is an excellent game which is rarely achieved by students on their first experience of it. The game requires students to communicate effectively. The game can only be achieved if students are willing to throw the ball to positions of best advantage. If they selectively throw to their friends, a successful outcome will not be achieved.

The game can be quiet demoralising for a group because the students understand how simple it actually is, yet they find it very difficult to achieve. The game leader may be required to make modifications to the game to achieve some level of success. The level of difficulty can then be increased each time the game is played.

Best Venue

Indoors and outdoors (if conditions are not to windy) approximately 15 metres square. Alternatively the game can be played in the class room with students standing randomly around the room.

Number of participants

Minimum of 15

Equipment

Up to three large children's plastic balls. Make sure they are different colours. Don't use netballs or basketballs as they are easier to catch and throw. The plastic balls, which can be purchased from most variety stores, are lighter and poorly balanced. There is less chance of a fluke catch, or successful long throw, with these balls. The emphasis is on communication rather than sporting prowess.

A stop watch and whistle for the game leader.

Suggested Ages.

8 to 12 years

TIMEBALL

Game Plan	Notes
Stage One	
1a. Ask students to stand randomly in the space. 1b. Students are required to throw the ball to each member of the group. When a student has received the ball and thrown it on to someone else, they sit down. No one can catch the ball twice. When everyone has touched the ball the last person sits down and the game is over.	
1c. Play the game. The game leader should time how long it takes for the class to complete the game.	1c. Allow the students to experience the game in this, its simplest form, once before brining in other rules. Use your discretion with the rules. Assess where the group is "at" and go with your experience and intuition.
Stage Two	
2a. To get the students to change places ask them to walk about, then call "freeze". Repeat this before each attempt.	2a. Students should be encouraged to experience different positions with different configurations of people. Getting this to happen can be difficult a many stay near their friends or those they want to pass the ball to.
2b. Ask students to put their feet together. They are now locked to the floor and cannot be moved. If they have to throw to someone behind them they must twist their bodies, not move their feet.	2b. Keeping feet together and still is important. It narrows each student's base and encourages those throwing to be more accurate.
2c. If the ball drops the game is over and everyone must stand, change positions and start the game again.	2c. If after several attempts you begin to feel the group is getting demoralised by not achieving the game, you can bring in the guideline which allows the ball to drop twice etc.
2d. If anyone moves their feet to catch the ball the game is over and everyone must stand, change positions and start the game again.	2d. As with 2c you can be choose to allow minor movements to improve the group's chance of success.
2e. Using your initial time as a guide, set a time limit on achieving the exercise. As the groups' skills improve reduce the time with which they have to achieve he game.	2e. The aim is to achieve a time based on one second or less per throw for each person in the group.

Stage Three	**Stage Three** **Issues and Observations**
3a. Introduce a second ball, a different colour to the first. 3b. Students play the games as in stage two, however they must now touch both balls before they can sit down. 3c. If anyone touches the same coloured ball twice they are honour bound to drop the ball and the game is over. 3d. Time the students' first successful attempt and reduce the time frame from there.	(i) For the group to achieve success at this stage each individual must communicate effectively by: ❖ Listening to other and accommodating their needs. ❖ Being vocally assertive about their needs. ❖ Only talking when necessary. (ii) Individuals are asked to be very honest and admit to having touched the same coloured ball twice. Students who show this level of honesty should be commended in front of the group. (iii) Use your own judgement as to when to introduce the pressure of time scales.
Stage Four	**Stage Four**
4a. As for stage three but bring in a third ball, a different colour from the first two, 4b. You may chose to bring in up to four balls for groups with advanced skills.	4a. This should be only attempted with the group has had quiet a bit of experience with the game.

Notes

Issues and Observations

I. Some students will only want to throw to their friends and risk the ball dropping by attempting a long throw, even when other people may be standing right next to them. Point out that the game requires everyone to make choices which are in the best interests of the game being achieved, it is not a game about throwing to your friends.

II. Students should try and reduce the possibility of having to make a long risky throw by making sure those people on the outer reaches are not forgotten and left to last. Before each attempt ask the students to look around them, see the problem, and then throw the ball to the most appropriate person.

III. Some students will be strongly gender selective. In some instances the game will be sacrificed by one student (generally male) making a victim of another student (generally female) by deliberately giving them a bad throw.

You may notice a student ignoring the requests for the ball from those of the opposite sex. Rather than throw the ball to where it is most appropriate for it to go, the student will risk a long throw to a member of their gender.

IV. Some students will continually stand in high risk areas at the outer edges of the playing area. This may be motivated by a desire to be the centre of attention. It is also a dominant position as the student can clearly see what is happening and direct the play. These students should be encouraged to recognise that their decision to stand in these areas is putting the whole group at risk. Those students who predominantly stay on the outer edges of the group should be encouraged to experience the game for the centre of the space and vice versa.

V. In some instances students may "pick" on those students that drop the ball. Move on quickly to the next attempt. If necessary point out that accidents will always occur. A successful catch requires both the thrower and the catcher to be careful and caring.

VI. Many issues highlight themselves in this game and the game leader must be observant and ready to discuss outcomes at opportune moments.

VII. Above all the game leader must not get hooked on achieving success and become damagingly demanding in their pursuit of it. For some groups it will take a long time (weeks) and many goes (dozens) to achieve success with even a single ball. Be patient. Be hopeful.

SNAKE BITE

Main Purpose

To improve listening skills and reflexes. The game is also an excellent tool in teaching students to arbitrate between themselves, avoid unnecessary arguments and to get on with the game.

The game is a great equaliser between boys and girls and as such is a good game for gender equity work.

Best Venue

Indoors or outdoors approximately 15 metres square.

Number of participants

Ideally multiples of 3. The game can be played with 4's (3 people trying to get the ping pong ball and one person acting as the umpire).

Equipment.

One household plastic bucket and one ping pong ball for each group of 3. Dent the ping pong balls on one side to stop the from rolling off the bucket.

Suggested Ages.

8 to 12 years.

SNAKE BITE

Game Plan	Notes
1a. Ask students to form teams of 3. Set the teams up so that they are equally spaced around the perimeter of a large circle.	1a. Most students will immediately form teams with their friends and those whom they believe they can be victorious with. They are caught out when they realise they will have to compete against each other.
1b. Use a team to demonstrate the game and explain the guidelines.	
1c. Turn the plastic bucket upside down and place the ping pong ball in the centre of the bucket base.	1c. Dent the ping pong ball so that it doesn't roll off the bucket base.
1d. In each group get two team members to sit on opposite sides of the bucket, facing each other. The third person is the umpire. They stand between their two team mates on the side looking in to the centre of the playing area.	1d. It is important that the umpires are made to stand. This elevates their status. Some umpires will want to sit, particularly if they feel unable to carry out the responsibility of judging, or are uncomfortable about judging one, or both, of the people in their team.
1e. The tow competitors hold their hands above their heads, palms together, like an Indian dancer.	
1f. Each competitor starts with 10 points.	
1g. When the **game leader** calls the word "snake", the first person to reach **one** hand down and gets the ping pong ball wins a point. To improve student's listening and reflex skills, the game leader should also call out bluff words, such as "sausage", "stop", "sucker" etc. Between each call the students must return to the start position.	1g. Vary the volume and intensity with which you say the words to extend the students' listening skills and concentration. Occasionally use a long pause, make sure the class is silent, concentrating on the ball and waiting for the call. Make sure all teams are in the correct start position before you make a call. Take points off those who take too long to get ready.
1h. The umpires are required to keep the score and adjudicate on the following: (i) If a competitor makes an attempt at the ping pong ball on a bluff word by taking their hand down past the level of their chin they loose a point.	 (i) In some instances both competitors will be required to loose a point. One will get the ball and the other move their hand past the level of their chin. The temptation will be for the umpire to only penalise the person who touched, or got closest, to the ball. Both must

	be penalised.
(ii) If, in the attempt to get the ping pong ball, it flies of the bucket neither competitor gets a point.	(ii) Never call more than about 10 calls per round so that no one ever ends up with a score of zero.
1I. At the end of each round, move from team to team and ask each umpire to call out the scores and indicate who got them. Congratulate all team members and all teams equally.	1i. Don't be concerned if the class fails to listen to each team's score. Focusing on the successes and failures of each team is not important, the fun is in playing the game and acknowledging the outcome.
1J. After the first round get the umpire to sit down and ask one of the competitors to stand, they become the new umpire. It is the students' choice as to who becomes the umpire, irrespective of who won or lost the last round.	
1k. Play the game again.	
1l. At the completion of the score giving ask the umpires to move tot he team on their immediate left. They then swap in for the person who has yet to be umpire, and the original teams are now mixed.	1l. Students are quiet willing to rotate even if they have to play with the opposite sex. Having discovered the skills required they understand that having those skills is not dependent on how big, tough or popular a person is.
1m. When everyone has had a turn as the umpire you can end the game by asking all team members to sit around their bucket as competitors for a "once only go, winner takes all" final call. Students love the tension of this. The call is given and who ever gets the ball is the champion.	1m. Build the tension with a long pause before giving the call.
1n. Students can also play the game themselves by the umpire taking over the role of caller.	

TAP TAP

Main Purpose

To improve concentration, cooperation and reflexes. It operates on the concept of group success rather than individual achievement.

It requires students to be alert, to control their panic and excitement, to focus on the ball and to achieve a high number of taps.

The game requires students to be alert, to control their panic and excitement, to focus on the ball and to achieve a high number of taps.

The game requires the students to count their taps collectively thus allowing them to express their emotions vocally through the count.

It is a demanding game and quiet often reveals a surprising lack of skills. As such it can be demoralising and the game leader has to carefully gauge how long the group plays the game.

Best Venue

Indoors or outdoors approximately 15 metres square.

Number of Participants.

Minimum of 5 for stage one of the game. Minimum of 10 for stage two.

Equipment.

One soft ball or tennis ball per group for stage one. One ball only for stage two. Stop watch and whistle for the game leader.

KEYNOTE PRESENTATION THREE

READING, WRITING AND COUNTING

Useful findings from research in Literacy and Numeracy Teaching and Learning for Boys and Girls

Dr. Ken Rowe, ACER and the University of Melbourne.

Drs Ken and Kathy Rowe

Dr Ken Rowe *[BA (Hons) Melb, MSc London, PhD Melb, DipGenStuds Swin, TPTC Melb] is a Principal Research Fellow at the Australian Council for Educational Research. Prior to this appointment, Ken was Principal Research Fellow (Associate Professor) in the Centre for Applied Educational Research at The University of Melbourne (1993-1999), Senior Research Officer in the Department of Education, Victoria (1986-92), Commonwealth Relations Trust Fellow at the University of London Institute of Education (1984-85), teacher and Principal in Victorian government schools (1967-83). Ken has also had Visiting Research Fellow appointments at the University of Twente (Holland, 1995) and at the University of London (UK, 1996).*

In addition to his research commitments, Ken is a national training consultant and instructor (since 1991) for the summer and winter programs conducted by the Australian Consortium for Social and Political Research Incorporated (ACSPRI) in advanced statistical modeling applications of multilevel and covariance structure analysis of data obtained from large-scale monitoring projects, as well as in explanatory educational, epidemiological, and psychosocial inquiry. His substantive research interests include: 'authentic' educational and psychological assessment; multilevel, 'value-added', performance indicators and benchmarking; teacher and school effectiveness; differential gender effects of schooling in the context of teaching and learning; the impact of externalizing behavior problems on students' learning outcomes; and the educational implications of Attention-Deficit/ Hyperactive Disorder (AD/HD) and Chronic Fatigue Syndrome (CFS) in children and adolescents. In addition to attempts to 'keep-up' with three active sons, Ken and his consultant pediatrician wife Dr Kathy Rowe (at the Royal Children's Hospital, Melbourne) are in high demand as a keynote speakers/presenters at local and international professional seminars and academic conferences, undertake collaborative research, and publish widely.

Dr Kathy Rowe *[MB.BS Melb, MPH Monash, M.D. Melb, Dip.Ed. London, FRACP] is a Senior Consultant Paediatrician in the Department of General Paediatrics and in the Centre for Adolescent Health at Royal Children's Hospital, Melbourne. Kathy has extensive clinical and research experience in the management of children and adolescents with behavioural and learning difficulties, ear, nose and throat problems, as well as those with Chronic Fatigue syndrome. Her clinics at the Royal Children's Hospital liase closely with the hospital's Learning Difficulties Clinic for assessment and intervention of children with complex and specific learning disorders, and functions as part of a multidisciplinary team including a Neuropsychologist, Child Psychiatrist, Audiologist and Speech Pathologist. As part of her 'management' of these children, she works closely with parents, teachers, school administrators, support services and special education settings. In addition to practising 'practical paediatrics' at home with three sons, Kathy is in high demand as a keynote speaker/presenter at local and international professional seminars and academic conferences, undertakes collaborative research, and publishes widely with her husband Ken.*

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Useful findings from research in Literacy and Numeracy Teaching and Learning for Boys and Girls

The following is an excerpt from the Boys in Schools Bulletin Vol 3 No 1, 2000, produced by the Men and Boys Program of the Family Action Centre and a transcript from an interview by Richard Fletcher with Dr. Ken Rowe and Dr Kathy Rowe about their work.

Literacy progress and behaviour: The research evidence

Richard Fletcher, *Men and Boys Program*, The University of Newcastle, and
Editor, *Boys in Schools Bulletin*

Poor progress in literacy and disruptive behaviours in the classroom have been major features of the discussion of boys' education. For classroom teachers, there is an obvious connection between the lack of attention and lower achievement. However, the direction of the influence is less clear.

Some teachers see poor literacy as an important cause of student boredom and disruption. Others attribute the slower progress in literacy among boys to their disruptive behaviours and inattentiveness. Others still may decide that both are the result of some underlying disturbance in the boys' makeup. Unravelling the direction of the influence, literacy on behaviour or vice versa, (or deciding that both are the result of some other factor) has important implications for practice.

Schools identifying boys' inattentive behaviours as the 'cause' of poor literacy are likely to seek to manage the behaviour in the hope that their literacy will improve. In extreme cases, punishment or medication, involving health and welfare professionals will form part of this response. The exponential increase in students (mostly boys) being prescribed psycho-stimulant drugs to address externalising behaviour problems has alarmed both teachers and health professionals. But even in less extreme cases, the focus on behaviour may be misplaced if poor literacy progress is found to be the more potent influence.

Two Australian researchers, Drs Ken and Katherine Rowe (**see accompanying interview**), have examined the nature of the relationship between students' inattentive behaviours in the classroom and their literacy progress in several Victorian studies with different student groups and study designs. Recently, the *International Journal of Educational Research* devoted an entire issue to report their findings (see below). The Rowes' conclusion, is that while students' inattentive behaviours have negative effects on their literacy progress, it is literacy achievement that more strongly reduces inattentive behaviours, and provides crucial evidence for improving students' educational outcomes – especially for boys. A brief summary of their work is provided here to alert teachers to the evidence for the effects of students' poor progress in literacy, particularly on boys' externalising behaviours.

Rowe, K.J., & Rowe, K.S. (1999). Investigating the relationship between students' *attentive-inattentive* behaviors in the classroom and their literacy progress. *International Journal of Educational Research*, *31* (1/2 – Whole Issue), 1-138.

Data from two large studies involving a total of 8113 children across three age cohorts (5-6, 7-8, 9-11 years) were used to evaluate explanatory models accounting for the overlap between attention-deficit behaviours and students' literacy progress.

Study A

Was a longitudinal cohort study of 4527 students (Grades K-5) drawn from 339 classes in 52 schools. Literacy was measured using teachers assessment of student progress on *Subject Profiles* in three domains: *Reading Writing* and *Spoken Language* – designed to reflect the literacy curriculum in Victorian schools. Inattentiveness was measured using a 12-item inventory requiring teachers to provide a judgement of students' typical behaviours at school. For each student, measures of family socio-economic status (SES) and Non-English speaking background (NESB) were recorded, as were *Critical Events* such as illness, family break-up, loss of employment in the family, etc.. Measures of students' *Enjoyment of School*, *Teacher Responsiveness* and *Curriculum Usefulness* were obtained from students' responses to an inventory measuring student perceptions of their school life.

Study B

Was a controlled intervention study of early literacy progress, over two years, of 3586 students (Grades K-1) drawn from 202 classes in 51 schools. Literacy was measured using a standardised set of assessments of comprehension, reading, writing and oral language. Inattentiveness was measured using a 12-item scale asking teachers to provide a judgement of students' typical behaviours at school.

Results: From both studies, boys were significantly more *inattentive* than girls and indicated poorer progress in literacy. From the longitudinal cohort study, *Attentiveness* was positively influenced by *prior attentiveness*, *Enjoyment* of school, *Teacher Responsiveness*, and by concurrent *literacy* achievement, but negatively influenced by *Critical* life *Events* (chronic illness, parental separation, divorce, death in family, physical and/or psychological abuse). Class/teacher effects accounted for 21% of the residual variance in *inattentiveness*, and 47% of the residual variance in *literacy* achievement. School effects were negligible. Regardless of students' ethnic and socio-economic backgrounds, there were strong reciprocal effects between *inattentiveness* and *literacy* achievement, mediated by prior achievement and prior inattentiveness, both at the student-level and at the class/teacher-level. That is, whereas students' *inattentive* behaviours had significant negative effects on their progress in *literacy*, literacy achievement had notably stronger effects on **decreasing** their early and subsequent *inattentive* behaviours. Results from the controlled intervention study confirmed these findings.

The Authors Concluded

"The findings again indicate that whereas students' inattentive behaviours in the classroom had significant negative effects on their progress in literacy, literacy achievement had notably stronger effects on decreasing their early and subsequent

inattentive behaviours in the classroom (or increasing both their early and subsequent attentive behaviours). The implications of such findings underscore the importance of ensuring that students are provided with the opportunity of developing literacy skills as early as possible. They also highlight the crucial role that teachers have in maximising effective teachings strategies to meet the cognitive, affective and behavioural needs of all students, as well as providing normative classroom environment conditions that are conducive to learning."

They also commented:

"Although the higher inattentiveness levels of boys is quite familiar to most parents, teachers and health professionals, the implications for school-based learning and its assessment, especially in literacy, are not widely recognised. In recent years, there have been major reforms both in approaches to teaching and learning and to the assessment of student achievement within elementary schools throughout Australia, Britain, Canada, Europe, New Zealand and the United States. Characteristic of these reforms is an emphasis on the development of more "in context" and "authentic" approaches to assessment that are characterised by activities requiring high levels of sustained attention. Such activities include time-on-task-demanding behaviours such as the production of written portfolios, the writing of extended pieces of prose, and the completion of written "research projects" known as common assessment tasks, standard assessment tasks, or performance assessment tasks."

"As a consequence of these developments, there has been a corresponding move away for short answer and "check the box" type assessment activities to task requiring increasingly higher levels of verbal reasoning and processing skills – activities in which girls (on average) have a well-established achievement and maturational advantage. It is possible that these changes in pedagogy and the assessment practices associated with them may have placed, albeit inadvertently, a greater premium on attentiveness that have contributed to the phenomenon of substantial gender differences in students' literacy achievement progress, mediated strongly through attentive-inattentive behaviours."

Transcript of telephone interview between Richard Fletcher (Interviewer, Newcastle) and Drs Ken & Kathy Rowe (Interviewees, ACER), 2200-2254 hrs, Monday, February 21, 2000

Ken, can we start with your interest in ADD, ADHD and boys' education?

It's quite a long story. It begins with our eldest son, who is now doing 4th year Medicine at the University of NSW – we didn't think he would survive his fifth birthday! He was extraordinarily active, impulsive and inattentive, and so we had some insight into the distress that families experience when they have a genuine AD/HD child. But that was only part of the interest. On the professional side, in the mid seventies, my wife Kathy, who is a consultant paediatrician at the Royal Children's Hospital in Melbourne, was asked to investigate the effects of a special diet called the Fiengold Diet on so-called *hyperactivity*. We had children from New South Wales, South Australia, and from all parts of Victoria and Tasmania being referred to the Royal Children's Hospital here in Melbourne for the assessment of *hyperactivity*, with the possibility of them being placed on the Fiengold Diet. After having collected histories from about 850 children at the time (about 85% of them being boys) we did a frequency count of the presenting symptoms and there was a clear pattern. The symptoms clustered in four domains: *inattentiveness*, *restlessness*, *irritable/anti-social behaviours* and *sleep disturbance*. In three subsequent studies, we found that there was a small but significant proportion of children who did react adversely with these behaviours whenever they ate foods or had drinks containing one of two commonly used artificial food colourings (see Rowe & Rowe, 1994a).

In my own research work in schools at the time (Rowe, 1995, 1997), this was consistent with what teachers were telling us about "two things" they "hate": "windy days and red icy-poles". Moreover, I was constantly hearing about teachers' difficulties with students' externalising behaviour problems in the classroom – mostly from boys. The research evidence was clear even then, that there was a strong overlap between externalising behaviour problems and academic underachievement – especially in literacy (Rowe & Rowe, 1992a,b,c, 1994b,c, 1997, 1998)

We were both concerned too at the exponential increase in the use of psycho-stimulant drugs to treat so-called *hyperactivity*. During two projects that I was involved in, we observed numerous teachers conducting drug parades up to twice a day. For some of those children the drugs were quite appropriate but the increasing trend was alarming, and for many it was quite inappropriate. Part of the problem stems from the way *Attention Deficit Disorder* (ADD) and *Attention Deficit/Hyperactivity Disorder* (AD/HD) are 'diagnosed' by clinicians using criteria lists in standard diagnostic manuals. Several years ago (prior to 1994) ADHD was 'diagnosed' if a child had six out of eight listed criteria. Currently (since 1994), it is six out of ten criteria that defines the 'cut off' if a child/adolescent has AD/HD or not. But it doesn't work like that clinically; rather it's very much a continuum. There are some children that we have absolutely no doubt about, but for many others it is not at all clear. To make matters more complicated it is also context-dependent. Children may "have ADD" only on a school camp, or only at home or only at school.

For almost 30 years now we have been investigating this area. If anything, it has become even more of an enduring interest particularly when we look at the implications of intervening as early as possible with boys literacy.

Can you explain why it is that we have such a high percentage of children, especially boys diagnosed in these categories of ADD and ADHD?

It's quite complex, but one of things is that has come out clearly in the research that I have been doing, especially over the last 15 years, is that there has been an increasing demand for higher and higher levels of verbal reasoning skills in school education – an area that girls, on average, have distinct maturational and socialisation advantages. This is reflected in curriculum design and content, as well as the way it is taught and assessed. It's certainly reflected in school-based assessment and standardised, state-wide testing and in certifying examination programs. Even mathematics is very much set in verbal contexts due to shifts in pedagogical emphasis from ***maths*** to ***numeracy*** by maths educators in recent years has prescribed that. For example, in Year 12 4-Unit Mathematics in NSW or Specialist Mathematics here in Victoria, there is a requirement for students to demonstrate extremely high levels of verbal reasoning skills. That is, the verbally presented problems have to be read, understood, translated into relevant algorithms, solved, then explained and justified. Such a process requires extraordinarily sophisticated levels of verbal reasoning and written communication skills – more ably handled by girls – which is one reason why, on average, they consistently outperform their male counterparts across all academic curriculum areas, from Prep to Year 12.
Indeed, there is a huge and widening gap between the academic performances of boys and girls here in Australia, as well as in English speaking countries world-wide. In addition to the higher demands for verbal reasoning and written communication skills, one of the reasons for some of the problem behavioural outcomes from boys is that they are feeling more and more alienated from an increasingly 'contextualised' and 'feminised' curriculum. A typical response from one 13 year-old boy recently, illustrates the dilemma faced by many boys and their teachers:

> "My English teacher wants me to write about my *feelings*, my History teacher wants me to give my *opinions*, and my Science teacher wants me write on my *views* about the environment! I don't know what my *feelings*, *opinions* and *views* are and I can't write about them. Anyway, they're none of their bloody business! I hate school!! I only wish I could write about the things **I'm** interested in like sport and military aircraft".

Similarly, in interviews, boys frequently express disenchantment about their academic achievements at school, particularly following the transition from primary to secondary schooling. This is especially evident in co-ed secondary schools where boys typically express: "I'm very much a second class citizen here; the girls get all the positive vibes from teachers." To compensate for this, many such boys place a premium on success in sport and some of the more macho activities that yield positive feedback from their peers, rather than recognition from school staff – most of whom (the boys note) are women.

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So the increasing emphasis on verbal reasoning is only a factor at secondary level?

It operates at all levels. Kathy and I are currently working on an auditory processing study for the Department of Education, Employment and Training here in Victoria (Rowe et al., 2000). It is fascinating to see how early literacy curriculum materials such as *First Steps* and *Keys to Life* that have been developed for teachers, contain verbal instructions that are way beyond the students' auditory memory capacities to process them. While it is true that as children develop they learn to process longer and longer sentences, the auditory memories of children at the ages of five, six and seven vary considerably. For example, 20% of 6 year-old children cannot process verbal information beyond an 8-word sentence. Many teachers use long sentences and children switch off very quickly because after the first couple of words are said they 'lose' the rest of the sentence. If the teacher is giving a series of verbal instructions, children might get the first one, but anything thereafter is totally lost and often results in behaviour problems – especially from boys.

Is this an example of the connection between rate of learning and behaviour?

Indeed. The current study is showing that with just a very simple intervention, namely, one hour of teacher professional development is having an amazing impact on improving children's abilities to process information (Rowe et al., 2000). In this particular study, just getting teachers to slow down their instructions, shortening them, maintaining eye contact and waiting for compliance, had strong positive affects on children's learning progress and behaviour – especially with boys.

Your studies into behaviour and literacy are new in their conclusions but are also new in the methods used. Could you explain this?

I suppose one of the big problems in educational research has always been the tendency of researchers to fit very simple and mostly inadequate explanatory models to complex, multivariate and multilevel data. In education you cant do that because inherently we have children clustered within classes, classes in schools, and schools within regions, and so on. Unless you take account of that hierarchy you miss being able to identify where the major sources of variation lie (see Hill & Rowe, 1996, 1998; Rowe & Hill, 1998; Rowe, Hill & Holmes-Smith, 1995). Traditionally, researchers (I include myself here) tried to take account of contextual factors such as ethnicity, home background, and school-level factors on students' learning outcomes by aggregating data from large groups of students, by fitting very simple single-level models. When we did that, the actual variation invariably became compressed into a simple index, and we ended up with nice neat linear relationships that actually told us very little. **In fact such information is dangerously misleading because it is in the classroom where teaching and learning takes place and where the important and major variation in students' learning outcomes occurs.**

The technique that we have been using is called *multilevel modelling*. It enables a researcher to analyse that rich variation at those multiple levels simultaneously. What we

find is that **when you take account of what happens in the classroom, the between-school variation drops to negligible levels**. That is true for both local and large international studies. So **school effects are not nearly so important as effects operating at the class/teacher level**. Even when you take full account of the intake characteristics of children, prior achievement, prior ability and socio-economic status, only about six to nine per cent of the variation in students' outcomes is explained by school factors. Teacher effects are much more significant. In the work I have been doing for the Board of Studies here in Victoria over the last six years it is clear that in explaining how well a student performs at Year 12 in Victoria, 59% of the variation is directly due to class/teacher effects. The implications of this is that **while there are *effective schools*, schools are only *effective* to the extent that they have *effective teachers***. In other words, **teachers make a difference!**

In your data on Victorian schools, boys scored significantly lower on literacy and higher on inattentiveness than girls. But there was also a significant difference - lower literacy and higher inattentiveness - for students from lower socio-economic groups. In your view then is the emphasis on gender misplaced? Should we be just concentrating on socio-economic differences?

The emphasis on gender is not misplaced, but in my view, a focus on SES differences leads nowhere. One of the problems of "just concentrating on socio-economic differences" is that attempts to ameliorate such differences are grounded in flawed and outdated notions of *social determinism* that have a long and not-so-distinguished history of failure. Benjamin Bloom long ago referred to explanatory factors such as SES in education as *unalterable variables*, and suggested that they all-too-often become 'cop-out' excuses for educators and school systems who fail to meet the specific needs of all students – regardless of their intake and background characteristics. We know from our own work in disadvantaged schools (see Crévola & Hill, 1998), together with that of Professor Robert Slavin and colleagues at Johns Hopkins University (in Baltimore, USA), that teachers' expectations and commitment to students' achievement progress are key determinants – as are the teacher professional development supports that are crucial in maintaining the commitment required. Nevertheless, several points related to this issue need to be noted.

First, it is a universal phenomenon that boys, on average, regardless of their socio-economic backgrounds, are not achieving as well as their female counterparts – at all levels of schooling. In one sense, SES has got nothing to do with it. However, boys from lower SES backgrounds come with less background skills to be able to handle what's required of them at school. Moreover, such boys tend to be more alienated and disinterested because of the whole organisation of schooling. Sadly, we are still operating on a 16th century model where we have *cages for ages* and the traditional ways that we continue to think about schooling certainly doesn't meet with either the needs or the interests of many boys. Some single sex schools, for example, have a better idea of what boys actually require: keeping them very busy so they don't have much time to contemplate their navels, reduce both the inclination and opportunities for aberrant behaviours, and ensure that they are actively engaged in learning. Following Bloom's notions of time on task, engaged learning time and some of the techniques that do engage boys in exciting, interactive ways, have developed out of this awareness.

Could I ask both of you (Dr Katherine Rowe joined the interview at this point) about your perspective on the connection between literacy and ADHD in schools, and the question of early intervention. You first Kathy.

I'm speaking from a clinical point of view I guess. I think that the identification of children who have difficulties with attention is a key issue. There is quite a large proportion of children (mostly boys) who have problems with attention that will improve. But there are some children that a clinician needs to identify why they are having problems, and if ADD is the underlying issue then the judicious use of psycho-stimulant medication can make a big difference. These children can then concentrate on their literacy skills and their behaviour improves, so you sort of start the ball rolling.
Most of the children that are referred to the hospital with literacy difficulties and behavioural problems who are in Grades 5 and 6, auditory processing problems have been the key issue that has been missed completely. These children see themselves as 'dumb', and their teachers see them as 'low ability' and with externalising behaviour problems. But in reality, their key, underlying problems are not any of these. In most cases, these children have normal intelligence; they just haven't been able to 'take in' or process information adequately in the classroom, so they are labelled as inattentive and disruptive. However those children who have received one-to-one assistance with literacy, via Professor Marie Clay's *Reading Recovery* program for younger children, for example, often progress very well. Moreover, once such children know what's going on they can keep up when they return to the classroom.

I recently had several adolescent boys who have worked out what is going on with them and have asked if they could bring their friends along to my clinic. One boy said: **"Look, I think my friend's got the same problem; can you sort him out because he wants to learn to read too."** In these cases, the boys wanted to leave school because they were in so much trouble.

As children get older the more complex it becomes for them because of the additional layers of depression, low self esteem, school failure and delinquency – on top of what may have been a relatively simple learning problem, specific learning difficulty, or even ADD. Health professionals must take into account: inattention, learning difficulties, behavioural problems, emotional aspects, and family functioning. In many instances family functioning has often deteriorated because of the stresses involved. If there are any chinks in the family, they often blow apart with these sorts of difficulties, and it is inappropriate to merely observe: "Oh yeah, it's a dysfunctional family". Frequently, the family is at a loss for appropriate ways of managing the problems faced by their child. However, proactive partnerships between children, parents, teachers and health professionals do work.

And you Ken?

It is certainly true that ADHD is a major issue. ADHD in itself is a huge concern, but the area related to the overlap between literacy under-achievement and externalising behaviour problems is something that we have handled rather badly in education. School

systems have been trying to reduce overhead costs by pushing more and more of the services which were once provided (such as student support services) into the health-care sector, and particularly to tertiary referral places like large paediatric centres in Sydney, Melbourne, Brisbane, Adelaide and Perth. Health professions in these places are seeing increasing numbers of very distressed families who are concerned about their child's behaviour and their lack of progress at school – especially in literacy. Many are virtually tearing their hair out.

However, we are missing the whole point if we merely attempt to improve emergency services at the bottom of the 'cliff'' when we should have first built a 'fence' at the top. That is, we miss the mark if we merely try to address the *symptoms* and do not focus on the cause. In our experience, the cause in this case is ***literacy under-achievement***. It may be a radical thought, but merely focusing on trying to 'fix up' children's behaviour problems is a bit like striving after *happiness*: the more it's made a matter of direct intention the more elusive it becomes. It frustrates children to be seen just in terms of their disruptive behaviours. Children and adolescents will tell you, **"I want to learn, teach me how to read"**. When that happens a whole lot of positive things fall into place.

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PLENARY PRESENTATION

BOYS SPEAK UP

Richard Fletcher and the boys from Brisbane State High School, St Laurence's College, Abergowrie College and St Puis X

Richard Fletcher *has taught in secondary schools in Australia, Kenya and The United States. Since January 1996 Richard has been the manager of the Men and Boys Program of the Family Action Center, University of Newcastle. He has presented seminars to schools and organisations across Australia raising awareness of boys' educational and health issues. He is the co-editor of the Boys in Schools Bulletin.*

How can we encourage boys to express their hopes, ideas and wishes for a better school? Listening is important. However the intention behind the listening is also crucial. If we are listening to boys simply in order to manage them more efficiently then we are missing an important opportunity and underestimating the boys. We need boys to be engaged in the basic business of the school - the learning process. We need their views, not just about sport or unfairness, but about how to improve teaching and learning.

The presentation at the Teaching Boys' Developing Fine Men Conference will feature boys from four schools presenting their views on what would make the school a better place. At Abergowrie College and Trinity Bay State High School in north Queensland, a small group of boys have undertaken to find out what the boys in their school would identify as important improvements. The Trinity Bay boys have used video to record the view of their colleagues. At Abergowrie the team have visited other schools to gain a broad range of views from boys in the area. At St Pius X in Newcastle, a team of boys have developed and carried out the Year 9 Boys Survey. They are presenting the results of the survey to staff and parents at the school as well as the conference.

The first school to present, however, will do so without any preparation. In the first presentation a panel of boys from Brisbane State High School will be interviewed in front of the conference. These boys have been selected by the school as middle of the range students. They have been briefed with a explanation of the panel process: confidentiality, open questions and the idea that we are after their opinions, not a right answer. The boys have been informed that the general topic will be questions about what they like about school and what would make it better. This style of interview, using a panel of unrehearsed students, has been used in Men and Boys Program presentations with schools

to illustrate the types of thinking that is available when boys are asked respectfully for their views. The panel is normally conducted in front of the schools staff or staff from a number of schools, usually to audiences of between 50 and 200. Teachers observing the process frequently comment (with surprise) on the boys' willingness to reveal their views and the range of issues of being considered by boys. Teachers are also surprised at the boys candid admission that they desire success and teacher approval at school - often not the impression created by their behaviour.

The questions are dependent, to some extent, on the answers given by the boys. But the questions do follow a pattern. The first questions are intended to put the boys at ease and identify the areas of enjoyment and success at school. This is a key area for developing boys' participation in the culture of the school. The following questions about teachers are to frame the boys' view of their role in addressing their own future. Boys in our experience are consistent about the types of teacher they consider to be a good teacher, fairness, consistency, preparation, having a sense of humour, and being a real person are common themes. Boys are next asked about teachers who aren't successful with them. The key question in this discussion is "What do the boys see as their options when they are bored, frustrated or confused?" Having established that they are aiming to achieve something at the end of their schooling, their percieved options when see that they are not succeeding is revealing. Boys in our panel interviews (conducted in a range of schools across states) see a narrow range of options: they opt out, muck up or day dream. This lack of a sense of agency among boys suggests a pathway to disengagement. It also points to a clear opportunity to work with the boys' own desires for a successful school outcome and to engage them in constructive dialog about teaching style.

Helping boys to speak up is challenging but rewarding work. It is also essential if our boys are to contribute to building a school culture that is respectful of all parties.

READING, WRITING AND COUNTING

WORKSHOPS I, J, K & L

Workshop I Jenni Griffiths - Learning Styles

Workshop J Rollo Browne - Engaging Reluctant Learners

Workshop K Case Studies - "Raising boys achievement"

Workshop L "Single Sex Classes - Do they work for boys and girls?"

WORKSHOP I
LEARNING STYLES

Jenni Griffith

Jenni Griffiths *spent 17 years working as a secondary humanities teacher in rural NSW . A desire to work in the wider area of education then led to her working with Quality Assurance teams and into educational consultancy with the NSW Department of Education. It was in this period working as a consultant that her interest in learning theory was developed and honed.*

Jenni worked as the Principal of an isolated K-12 predominantly Aboriginal school in western NSW. She is now the Principal of Kempsey East Public School on the North Coast of NSW

It is an exceptional teacher who does not comment and sometimes despair about the different need of boys and girls in a learning situation. While every teacher recognises that all learners have individual needs, teachers have always known that boys respond better to particular learning environments.

There is a huge variety of behavioural, thinking. learning and communicating styles demonstrated by boys. Each boy is an individual and takes their own gender identity from a variety of influences which impact upon their lives.

Recognising that each boy is an individual, the session outlines research on the particular thinking strengths of boys and provides examples of teaching practices to support these strengths in a classroom.

There is continuing debate as to the relative importance of the biology (genes) and the learning and environmental experiences on the development of learning preferences and behaviours.

The session briefly outlines the development of a boy and his particular behaviours from conception into the high school years. Differences in learning needs and behaviours are evident in a young baby. Observations of children of preschool age show that boys have more active play, interact very differently in group situations, communicate very differently to girls and select different toys and mediums to manipulate as they learn.

In the primary years of schooling, boys demonstrate different needs. They require more playground space and time to move. In classrooms they prefer discovery learning to being told how things work. Young boys are often more reluctant writers. Their strong spatial skills have been evident since before starting school.

As the testosterone starts to flow, boy's learning needs move through a transition period. Their ability for logical and analytical thinking blossoms, their strengths in verbal and written communication develop. Boys usually still prefer to work as an individual and solve problems in their own company.

Howard Gardiner's Theory of Multiple Intelligences supports the concept that there are more than the two 'traditional 'intelligences of Maths and English and that we all use different types of 'smartness' to solve problems and to make products. Howard Gardiner has identified eight specific intelligences.
Using this theory as a scaffold, findings from research are applied to the different intelligences to demonstrate the learning strengths of boys in each of these intelligences.
The verbal linguistic intelligence is often believed to be a 'girls' intelligence as young girls talk more and have a larger vocabulary. The styles of sentence construction, writing, spelling and grammar strengths are different between boys and girls. Mathematical logical intelligence is an area where most boys are comfortable. A logical approach to instruction, opportunities to think logically and to solve problems are high on boy's preferences for learning.

Musical rhythmic intelligence is a 'smartness' which is generally evident in both boys and girls. In a classroom situation, most young boys enjoy participating in musical activities and enjoy creating raps and rhymes. More girls have the ability to sing in tune and general observations indicate that in the later years of primary and early high school years, more girls voluntarily participate in music activities than boys.

The spatial intelligence is a particular strength of boys with their superior skills being observable well before the school years. The ability to mentally rotate objects and excel in target directed activities are strongly 'boys zone' activities.

Boys enjoy the bodily kinaesthetic activities. This provides the chance to be involved in physical activities. Boys develop their fine motor coordination later than girls but are confident in gross motor activities and opportunities that provide an opportunity for risk taking. Boys like to be able to move as they learn.

The naturalistic intelligence is the most recently identified intelligence. This is the ability to know and understand the environment. Activities using this intelligence are usually enjoyed by boys, particularly the external classroom opportunities and tasks which allow the use of skills such as sorting and classifying.

Gardiner identifies two personal intelligences; interpersonal and intrapersonal. While there is little research in these areas indicating sex based strengths or weaknesses, they are certainly areas that boys can benefit from opportunities to develop and hone skills in these emotional and personal intelligences.

Concurrent with outlining findings on preferences for learning the session gives practical classroom activities that can be used to support and further develop boy's skills in particular areas.

The task of a teacher is to provide a classroom which is conducive to boy's learning needs and provides an environment to turn boys on to learning, further developing their strengths and providing opportunities to identify and support their developmental needs.

WORKSHOP J
ENGAGING RELUCTANT LEARNERS

Rollo Browne

Rollo Browne *currently consults to schools on boys' education, masculinity and gender relations with a particular focus on working with young males' attitudes and beliefs. He began teaching in the Northern Territory nearly 20 years ago and subsequently worked as a sexuality educator with the Family Planning Association and the Human Rights Commission in the areas of privacy, race and sex discrimination. He is known for the use of action methods in his work and is currently on staff at the Psychodrama Training Institute of NSW.*

Engaging Reluctant Learners
Working With Boys on Masculinity: Framework and practice for frontline teachers

In the least successful session I ever ran on masculinity I had the sinking feeling that instead of challenging the attitudes in the group, their macho values were somehow more entrenched. By the end of the lesson I just wanted to enforce behaviour change by rules and sanctions so that the boys had to behave differently.

Tough sanctions are appealing because working with values and attitudes is long term and difficult and does sometimes blow up in your face. Even so, I knew there had to be a better way of working with adolescent male behaviour, masculinity and sexuality than laying down the law. Rules can have some effect but tend to leave underlying attitudes untouched.

Since that class I have run many sessions and no matter how skillfully I present issues I am still struck by the range of boys' reactions to masculinity topic. There always seem to be some boys who don't get the message, who are switched off, who couldn't care less or who cannot see any relevance to them. Most boys listened but a number were just going through the motions. A few were concerned and wanted something to be done about it.

A Framework For Working With Attitudes

The most useful way I have found to understand these reactions is to think about the range of individual and group reactions as forming a continuum of resistance. The continuum covers a range of behaviours, from a refusal to believe that the issue exists at all to a willing engagement with the problem. At one end there are those boys who entirely reject the issue and do not see it when it arises. It is therefore not a problem. In terms of, say, sexual harassment they are likely to engage, perhaps, in low level harassment and consider their behaviour as perfectly normal. At the other end of the continuum are those who actively seek resolution of the problem. Using the example of a teacher trying to work with boys to address harassing and playground violence, the five positions along the continuum are as follows:

1. Denial *It doesn't happen. It doesn't affect me*

Here the boy cannot see that there is anything wrong with harassing others. There is no violence occurring and "what's wrong with you anyway?" There is no availability for any learning on this topic and the boy cannot see the relevance of what the teacher is going on about. This student either writes the teacher off and mentally leaves or gets into a heated argument.

2. Trivialisation *It happens but it doesn't matter. It doesn't affect me. I have no responsibility*

In this position the boy does realise what is happening, but so what? "That scuffle last week, well Jonesy had it coming, didn't he?. What's a bit of blood anyway?" Then there is a quick change of subject, jokes and a diversion to other more 'significant' events. There is some room for learning but not much. This student is likely to stir others or use the group attention to provoke something in the classroom.

3. Powerlessness *It happens and affects me.*
It's not my fault. It's someone else's responsibility.
What difference can one person make anyway?

A student here does see this kind of violence in the playground and doesn't like it much, especially when it happens to them. He or she is compliant, may be apathetic or confused and goes along with the group. When asked their opinion they often 'don't know'. When pushed they will find someone else who is responsible or is to blame. Their availability for learning is reasonable but they are unlikely to put anything into practice. This student can stay lazy and uninvolved as long as they do the minimum the teacher requires.

4. Coming to terms/ Identity *It happens and affects me*
I have some responsibility
What does it mean for me if I get involved

In this position the student is aware of the problem and is interested in change. The key thing here is how their relationships with the group will be affected if they were to take a stand. The question is "What will it mean for me if I do speak out against harassment?" Their availability to learning is reasonably high and they are ready to learn skills.

5. Action *It exists, I'm involved, I want to do something.*
How can I help?

Students in this position want others to be involved and together they will take action. They are sick of the constant abuse and violence and want to do something about it. They

will put information and skills into use and have a high availability for learning. They are likely to see the boys at Level 1 - Denial as a bunch of idiots, and in return they are despised by that group as teachers pets or "brown-noses".

This framework can be applied to any social issue. There is no position for someone to opt out. This is critical in topics related to masculinity and gender relations because we are all involved no matter how much we ignore the issue.

The aim in conducting programs that deal with attitudes and values is to get boys to move along the continuum towards action. It is obviously much easier to teach students who are already at Level 4 - Identity or above. They are ready to put skills into practice and take action. However it is pointless trying to teach skills to boys who are obsessed with scoring points off others.

By far the most difficult groups are those stuck at Denial and Trivialisation. These two positions are attractive to boys interested in power. I see the major work in changing boys attitudes is in creating an opening in the culture of Denial and Trivialisation so that change is possible. The task here is mainly revealing the need for change.

Teaching for Skills, Knowledge or Attitude?

In teaching about masculinity it is essential to recognise boys' levels of openness to learning on this topic. Someone in Denial is basically not available for new information on that issue. It is pointless teaching skills or knowledge if they can't see the relevance. Similarly, someone in Trivialisation will find endless jokes and distractions to undermine what you are trying to get across. At this end of the continuum it is necessary to teach for attitude.

At Powerlessness (Level 3) you can teach for knowledge. Boys will take in information but won't usually put it to use. They are resistant to learning skills. At Level 4 - Coming to Terms/ Identity boys are interested and ready to learn more. Someone at Level 5 - Action is already onside and wants to know how to be more effective. These students are ready for skills. In most classes the boys will spread across the continuum. I have found if I can work effectively with attitudes and values then the level of resistance is reduced.

Often schools focus exclusively on skills and are disappointed that the students don't take in and use what they were supposed to learn. Teaching skills against resistance is also hard work so the natural tendency as busy teachers would be to teach information. For example in a Personal Development class dealing with emotions, it is a lot easier to list and categorise twenty different emotions than to work with boys' emotional expression and discomfort or even to name the emotions that they experience regularly.

Effective Strategies

The most effective strategies are those that address the basic messages on which the positions of Denial and Trivialisation are based:

It doesn't happen.
It doesn't matter if it does; and
It doesn't affect me.

Many boys have learned in a thousand different ways that the world favours the tough. Consequently learning will only occur once we get through this tough exterior, whether it is real or just a pretence. In my experience, information alone does not work.

Use the Personal Lives of the Boys

Because we all learn best from our own experience, any strategies that are experiential or evoke someone else's direct experience can be very effective. I try and work with small groups of boys so that there is sufficient safety to use activities such as drama and action methods such as role reversal; or getting someone or the boys themselves to tell their story.

Stories from the Frontline

If students cannot experience something for themselves then the next best thing is to hear from someone who has experienced it. Bringing in someone who has direct experience of the situation to tell their story can be very powerful as no-one can deny their experience. The learning is in the story itself, particularly where it is the personal and deeply felt issues of the guest. The students cannot help but be affected by the emotional life of, for example, an ex-bikie or soldier and thereby experience a personal link to the effects of intimidation and threat of violence. [NB Do not use this approach with drug use]

Provoking Dissonance

This is a feeling of unease or discomfort when we become aware that what we do does not match what we say we do. Dissonance is quite a powerful motivator and when it occurs in relation to personal behaviour there is a "teachable moment" where previously resistant students take in new information and learn something new.

Drawing from the actual behaviour and comments occurring at the time in the classroom can be very effective. In one session an outspoken teenage boy began arguing the point about prostitutes at Kings Cross. After a bit of clarification we got to the following exchange:

"They're sluts, right? That's why they're doing it."
"The point isn't what you think they are or why you think they're doing it. They might be doing it for a whole range of reasons that we don't know

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about. The point is: What does that say about you? What message are you giving about yourself by having to see them as sluts?"

There was one of those moments of silence as the pieces visibly fell into place as the boy began applying all the usual put-down messages to his own behaviour. "I'm better then you", "Your feelings don't count", "My image is more important than seeing you as a human being". The boy concerned went quiet and remained thoughtful for the rest of the session. He had obviously never thought about his behaviour in this way before.

"Why do you think we behave in ways that give messages we don't actually agree with? Doesn't this suggest we act in ways that are not the real 'us'?" ... "That there is a lot of pretending involved in being male?" ... "Is that true? Is that your experience?" ... Does everybody have to put on an act?" ... "What is so important to us that we have to put on an act for it?" ... "How does it feel to know you aren't being honest about who you are? That nobody is being honest about who they are?"

With groups of boys it is possible to then open up a discussion that allows them to be increasingly honest about their lives and what they want for themselves. From comments I have received many boys have never talked in this way before and some find it a relief to be able to relate to other boys without all the "bullshit" screens.

In one group of Year 9 boys the exercise lead to the point where the boys realised it was possible to drop the game and they wouldn't be destroyed. It was safe, probably because I was there backing up the ground rules we had agreed to for the double period. The key question is always the next one after the realisation that everyone is in the same boat.

The next step is to ask, "Given that we all often hide who we really are, what kind of relationships do you really want in your lives?" This can be followed by a range of different questions: "What do you mean by trust?", "How many people can you really trust in your life now? (None is an OK answer)", "Are the people we trust more likely to be male or female? Why?"

The point is that the questions focus mainly on what the boys would choose in their lives. The direction is to return their locus of control to them and support them in understanding the choices that enable them to be effective in their relationships.

The year 9 boys said they had never talked like this before. At this point it would be possible to move on towards skills training. In fact they had already started by listening to each other.

Working with boys and masculinity is personal, risky, and exhausting. In one way or another we struggle with these issues daily. This workshop presents how I have made sense of this work and how to extend the practice of boys work by responding effectively to the resistance boys have to dealing with masculinity and their own behaviour.

WORKSHOP K
CASE STUDIES - RAISING BOYS ACHIEVEMENT

Case Study One
The Merrimac Experience – Improving Boys' Results in English

Jo MacDonald, Deputy Principal, Merrimac State High School Mermaid Waters, Qld

I currently hold the position of Deputy Principal at Merrimac High School on the Gold Coast. My role involves supervision of a number of Curriculum areas including English. I am also interested in the area of Performance Measurement and have worked with a team of people at Merrimac to develop a culture of ongoing data analysis in school.

I have for many years been actively involved in curriculum development and assessment within the subject area of Geography and work with the Board of Senior Secondary School Studies in Queensland in the capacities of Syllabus Committee member and State Panel Chair.

In 1998 while collating results for academic awards I first identified an anomaly in terms of a significant disparity in the results of boys and girls. I extended my collection of data over a number of years and across a number of study areas and analysed the data in more detail. Following this I worked with other staff members to develop strategies to redress the situation. We met with some success and while we have had some setbacks we are continuing to improve the results of boys in English.

Merrimac High School is located in the central area of the Gold Coast. The school currently has 1100 students drawn from a variety of socio-economic backgrounds. The school has traditionally had a strong emphasis on academic achievement though in recent years the number of students selecting vocational pathways in Year 11 and 12 has increased.

In 1997 I identified a significant difference in the representation of boys and girls in the annual academic awards list for the school. Discussions with the Year Level Co-ordinators in the school identified a predominance of boys in behaviour management concerns. In addition the staff were concerned about the apparent underachievement of boys. Many of these concerns crystallised when a large number of the staff attended a lecture by Stephen Biddulph.

To support these concerns I undertook an analysis of the results of students by gender over a number of years and across all of the core subjects in the junior curriculum. The pattern of performance was similar over Years 8, 9 and 10 in most of the core subjects. In terms of the individual subjects, the performance of boys and girls in Maths and Science was similar with girls performing slightly better in the A's and B's and boys having a higher percentage of D's and E's.

In the Social Sciences at Merrimac, students are able to select either Geography or History and generally a majority of boys select Geography. In this subject the girls' performance was significantly better than the boys' performance. However the subject where the gap was the greatest was English. In the Year 10 results in 1997, no boys were awarded an A and while over 30 % of girls were awarded B's, only 15% of boys were awarded a B. Similarly almost twice the percentage of boys were awarded D's and E's. Discussions with other schools suggested that this pattern was common.

Following presentation of this data, the Administration and Staff of Merrimac engaged in extensive discussions to develop strategies that might improve the results of boys. The school decided to undertake a trial in Year 9 in 1998 of single sex English classes with same sex teachers. In the first year of the trial the English teachers taking girls' classes agreed to take larger classes than those taken by the male teachers to make their task a little easier. The male teachers taking the boys' classes were very keen to enhance the performance of boys and willingly joined the trial. The progress of the trial was closely monitored by myself, in terms of the attitude of students and staff and the atmosphere in the classes.

The students and staff were surveyed early in the trial and the results while not overwhelming were positive. Approximately 65% of the girls felt that the trial should continue into Year 10. Some of the girls suggested that "some issues are easier to discuss" in all girl classes. Only 55% of the boys thought that the trial should continue into Year 10 however some of the boys suggested "there are less distractions in same sex classes". The parents were very supportive of the trial and wanted an early commitment to a continuation of the trial. The English staff was also positive about the trial.

At the end of the first year of the trial the boys' results in English had improved significantly. From less than 10% of boys being awarded A's or B's in Year 8 in mixed gender classes, approximately 30 % of boys were awarded an A or a B. Similarly the percentage of boys being awarded a D or E result dropped from 30 % to 13%. Along with the improvement in results, the attitude of boys to the subject of English changed. When interviewing a boy whose future at the school was at risk, I asked what subjects he enjoyed. The usual response to this question was Physical Education or Industrial Technology, however I was stunned when he replied that he liked English. He gave the reason that he thought his teacher was "a good bloke".

In monitoring the program I believe that its success was due to a number of factors. Certainly a major factor was the enthusiasm and support of the male staff taking the boys' classes. Their creativity in adapting the curriculum to engage boys' interests was highly significant. This adaption involved not only the topics and literature studied but also the assessment tasks and though not obvious at first, the catering to different learning styles. From my visits to the classes, it appeared to me that the girls' classes engaged in group work activities often and indeed the set up of desks in the room reflected this. In comparison the set up of desks in the boys' classes was more traditional and the learning experiences commonly used seemed to be more teacher directed. When the boys worked collaboratively, they did so often as a whole class and moved out of the classroom.

The trial has continued since that time however the school has had a number of staff changes. The current English staff are keen to continue with the strategy and seek new ways to engage boys by adapting the curriculum. The results have not always produced the early successes of the trial though recent results are very good. The challenge for the

project is to replicate the success for boys in English in the Senior School. Considering the significant variation in results for boys and girls across the state of Queensland in Year 12 English, this will indeed be a challenge.

WORKSHOP K
CASE STUDIES - RAISING BOYS ACHIEVEMENT

Case Study Two
Improving literacy outcomes for all, so boys can benefit

Phil Bretherton, Principal, St. Augustine's Primary School

Phil Bretherton is currently principal at St. Augustine's Primary School in Wodonga, a regional city in northeast Victoria. Previous to this position Phil worked as a specialist education officer for Catholic education in the area of student welfare and pastoral care. He is a licensed facilitator for the Covey Leadership Centre.

Phil recently completed a Masters Degree in Educational Leadership where leadership for quality learning led him to study the area of boys learning. His school has developed a number of men friendly activities in order to help boys to get better modelling on the importance of literacy and learning. St. Augustine's has also developed a great reputation for teaching literacy skills and developing a positive school climate.

Phil is convinced that good teaching and learning strategies, particularly in the early years, has the potential to really improve outcomes for boys and to address attitudinal difficulties. Phil also believes that what is good for boys will also be good for girls.

Phil is married to Jane and has two daughters Ellen aged 17 and Hannah aged 10.

The release of results from the Victorian Quality Schools Project by Hill, Rowe, Holmes-Smith and Russell (1996) acted as a catalyst for a great deal of discussion about literacy teaching in Victoria and about boys' performance in the study overall. It was clear that decisive action was needed to address boys' learning in the early years if the continuous slide in their attitudes and performance were to be halted.

In 1999 our school was given the opportunity to participate in the CLaSS project (Children's Literacy Success Strategy) being offered under the auspice of Melbourne University and the Catholic Education Office in Melbourne. Eighteen months down the track we are delighted that we decided to become involved. The key ingredients of this approach include the following:

- A two-hour uninterrupted literacy block. This involves some major commitments from the whole school because timetables have to be weighted so that the CLaSS rooms are not timetabled for specialists. There are no p.a. announcements, no messages unless life threatening and children are expected to be seated on the floor ready to start at 9.00 am sharp. You have to chase parents about tardy arrival behaviour etc.

- High expectations for all students. Teaching is driven by data collected on each child during testing at the beginning and end of each year and during systematic appraisal during the year.

- A literacy coordinator has been appointed with the specific task of leading the school's literacy team, ensuring that resources are available and appropriate and that professional dialogue is maintained between staff both inside and outside the literacy team.

- Reading Recovery is offered to year one students with special needs in literacy learning and other children are offered small focus group teaching where they are not progressing in the way which the team hopes they will.

- Principals are supported by external professional development and are encouraged to be the lead learner. This enables principals to practice instructional leadership within their school and the literacy team. It also equips principals to garner support from their school boards and parents and friends.

How does this project support learning?

It is clear that the classroom organisation design works well for both boys and girls. The basic model for both the reading hour and the writing hour is that of "Whole group – Small group – Whole group". Within this design further refinements allow children to be working in focus groups where the teacher has prime responsibility for the teaching of reading and writing. It is in this small group activity that specific teaching targets areas for learning which have been identified from the data collected on each child. This activity is often just ten minutes of focussed teaching.

Children who are not in a small group with their teacher are usually engaged in learning centres with activities that provide variety, yet support the learning of the child, with different learning styles being catered for. This is where boys and girls may find themselves in partner activities playing word building games, book browsing, using computers for reading reinforcement or working with a parent helper.

Parents who help in the CLaSS program are required to engage in a training program provided by the literacy coordinator. This program takes six weeks and requires two hours training at each session. We have trained more than sixty families in the past two years. These families can help in the classroom or just support their own child's learning at home in a way which supports the learning at school with an understanding of what we do and why we do it.

There is no doubt that the short, sharp and focussed nature of the teaching model suits many boys in their learning styles. It is also clear that hands on activities with word

games and sentence building activities keeps boys interested. Another factor that supports boys learning is the clear expectations that are shared prior to each activity.

Another offshoot of our attack on literacy has been the deliberate targeting to get more dads involved in school. We are acknowledging that our boys and girls need dads or good male role models to read to them and they need men who can feel at home at school and show the importance of learning as a life-long issue.

The current data on the Australian part of the latest research is unclear on boys' progress compared to girls (we may need a longer time frame). It is true however, that boys begin their formal campaign for literacy learning in schools behind the starting point of girls. It is also true that such a beginning need not deny boys success in the mastery of basic literacy skills.

What is clearly required is an unambiguous and well-targeted attack of the teaching of literacy supported at all levels of the school and in the broader community as well. CLaSS requires great commitment from teachers, parents and administrators alike. At this time we can only say that such a commitment is making significant differences to the children in our school.

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WORKSHOP L
SINGLE SEX CLASSES - DO THEY WORK FOR BOYS AND GIRLS?

Barbara Watterston, Jim Watterston and Susan Boyleen, Clarkson Primary School, WA

Barbara Watterston *is the Director of Professional Development and International Projects at the Fremantle Education Centre. She has taught and held administrative positions in schools throughout WA.* ***Clarkson Primary School*** *launched its single-sex classes in 1998 for Years 6 and 7.* ***Buderim Mountain State School*** *launched its Year 4 and Year 7 single sex classes in 2000. Management and grassroots perspectives will be detailed.*

SINGLE SEX CLASSES – Do they work for boys and girls?

Barbara Watterston

Background

The efficacy of single-sex and coeducational schooling, and more recently single-sex classes within a coeducational context, continues to provide fertile ground for research and practice. Much has also been written about gender equity and reform though it still remains a hotly contested area of education due to the lack of agreement about what constitutes equity in practice. Gender education is also interwoven with variables including ethnicity and social class, which impact significantly on teaching practices and pedagogy and the selection of appropriate whole school approaches and classroom strategies. Whilst focusing on gender sensitivity schools utilising single-sex strategies are also attempting to clarify which individuals or target populations would gain most from which type of schooling.

The results of girls' education strategies and more recently, the focus on managing, motivating and engaging boys in the learning process, have also provided the impetus for establishing single-sex classes. A growing number of coeducational secondary and primary schools both nationally and internationally are trailing the efficacy of single-sex classes as one approach in their whole school repertoire to address the differences in education performance and to enhance the social and emotional outcomes of their students. The approaches to removing limitations based on stereotypical notions of gender, and broadening participation to improve the learning environment and outcomes for both boys and girls, are diverse in terms of objectives, delivery and organisational structure.

A number of studies have shown that teachers thought the establishment of single-sex classes in coeducational schools was positive (Kruse 1992; DEET 1993b). Research into single-sex schooling (Milligan & Thomson 1992) indicates the major advantage offered is the quality of the learning experience for girls, rather than the enhancement of academic learning (Marsh1989; DEET 1992a; DEET 1992b). Boys in single-sex classes were less distracted and more willing to contribute during lessons and to take risks

answering questions (Sukhnandan *et al*, 2000). Geoff Hannan takes the strategy of grouping students to a deeper level as outlined in Lillico (2000). Hannan talks of *proximal groupings*, which appear to have some similarity to collaborative teaching strategies, however being much more explicit in the way they are utilised and why. Very briefly this involves group work occurring equally throughout a term consisting of:

1. Friendship pairings and groupings
2. Single-sex groups non-friendship pairings and groupings
3. Mixed-sex pairings and groupings

The involvement of students, teachers and parents in establishing and supporting the implementation of single sex classroom strategies is paramount. Teachers involved in the decision-making process were generally enthusiastic, positive and supportive of the strategy. Where teachers had not been involved, they expressed a noticeably less enthusiastic response (Sukhnandan *et al*, 2000).

Single-sex classes within the coeducational context – points to consider

Creating a gender sensitive environment, where tightly modelled perspectives of what constitutes appropriate masculine and feminine behaviour open up and no longer restrict potential, can only develop through the support of whole school policies and genuine support from within. For example the ways in which male students, male teachers and principals use/abuse power, and the ways in which the 'gender regime' (Connell 1994) is enacted in the staffroom as well as the classroom, have implications for how teachers can reflect on and improve their practices. This may be threatening for some. How do we as teachers consider implications of gender construction and sensitivity both personally and professionally and take account of gender in our own teaching and disciplinary practices? Allard (1995:161-173) puts forward the following points for consideration:

- Which teaching practices, which assessment procedures work well for which groups of boys/girls?

- Masculinity is constructed as the antithesis of femininity (Connell 1987). Are boys' negative comments to girls used to differentiate themselves from being non-feminine? In a single sex environment not all boys are equally socially powerful.

- Which teaching practices work to enable boys to explore the ways in which this either/or dichotomy informs their relationships with girls? In what contexts, and for what purposes should single sex settings be used? How will understandings and skills developed by boys and girls in single sex settings be 'transferable' to coeducational groups?

- Which range of teaching practices that have worked to enhance girls' education are of value/relevance to education of boys? Many strategies which enhanced girls' experiences in science in the McClintock Collective for example, also increased boys' participation, enjoyment and understandings as well.

- How are issues of different discipline practices, difference often based on gender understandings, to be explored by male teachers, female teachers, with boys, with girls?

Schools have to recognise that it is not always easy for girls and boys to discuss gender issues (Dunn 1995). Many schools are now saying these issues can be explored more fully within the security and confidentiality provided by the single-sex classroom where each sex is less inclined to limit their participation based on fear of ridicule or rejection from the opposite sex. Simply establishing single sex classes however will not necessarily produce the desired results.

Anecdotal Snapshots

In preparing to undertake research on the perspectives of the efficacy of single-sex classes in coeducational schools, initial discussions with individual primary and secondary schools has revealed the following:

- Both boys and girls in lower secondary single-sex physical education classes felt less concerned with body image and performing in front of the opposite sex. The participation of girls in PE classes increased and boys felt they could participate more fully in less modified sports. Amongst the boys, teamwork and empathy for those at different skill levels became more overt. Male and female teachers in the boys classes indicated that time was not being lost with class management issues.

- Students in single-sex health classes discussed issues of sexuality more openly. Teachers felt that the dynamics in the boys' class changed particularly as they didn't feel the need to 'show off'. Both sexes tended to take more risks in their conversations allowing for greater depth in discussions.

- Boys in single-sex upper primary literacy classes improved both academically and socially. 'Cool boys' felt that they didn't have to live up to a stereotype. Most boys wanted to stay in their single-sex literacy classes where lessons suited their learning styles and engaged them in their areas of interest. Assessment tasks focussed more on the oral than the written. Girls' achievement also continued to improve as their learning environment was less disruptive.

- The benefits of lower secondary single-sex classes in English also concur with their primary counterparts. Teachers have found they can engage boys in texts that hold a particular interest for them including the analysis of computer games. Using checklists and step-by-step approaches with larger assignments also proved to be successful strategies for boys.

- Boys in a single-sex low socio-economic upper primary class moved beyond 'reading is not cool' to reading novels. These levels of achievement continued to be maintained when they moved to a nearby high school. The high number of discipline referrals for this group reduced dramatically – when referrals did occur the boys felt they that had not only let themselves down but also 'the team'. The girls enjoyed a more peaceful learning environment but also enjoyed their time in

coeducational classes as they felt boys had a great sense of fun. When returning to coeducational classes teachers observed that the boys didn't take the girls for granted. A small percentage of boys preferred being in coeducational classes as socially they missed the girls' support. Boys felt it was easier to ask questions in a single-sex environment as they weren't hiding behind a façade or fear of being put down. Boys with absent fathers also felt they had a supportive adult role model with whom they could discuss their issues and feelings. They felt confident in doing so as they had discussed feelings and emotions more openly in their single-sex class.

- Discussions with teachers indicated that they were keen to participate in single-sex classes and had endeavoured to research strategies and practices prior to commencing. Whilst intensely rewarding, teachers of all boy classes generally felt these classes were more difficult to teach that all girl classes.

- All schools interviewed stressed the vital importance of fully informing parents prior to making the decision as to whether or not their child would participate in single-sex classes. Students should also be part of this process. As in all areas of schooling, constant home-school communication is essential. Flexibility is required as both students and parents must always have the option, in consultation with the school, to withdraw from single-sex classes. Most schools reported little or no incidence of this occurring. Parents noted the impact of single-sex classes was reflected in the happy and more relaxed demeanour of their children who had developed a greater sense of self worth.

The benefits of participating in single-sex classes for both boys and girls generally seem to be very positive. There are however a number of issues, inclusive of the role played by class, ethnicity and geographical location, which impact on the *transformational* success of these groupings. The most striking issue being that of creating an anti-female/male culture. Success in a single-sex class doesn't necessarily mean success in a coeducational class or in a class with a different teacher. In particular, if the social and emotional benefits are not transferred. That is, if the relationship between and amongst the genders isn't positively developed, enhanced and transformed into coeducational settings. Single-sex classes are not just about improving the literacy level of boys, or girls' engagement in sport, or the impact that the disruptive behaviour of boys has on the learning environment for all.

Improving teaching practices to ensure gender sensitivity becomes an inherent pedagogical given is an intensely complex process requiring a whole school community approach, an appropriate selection of assessment procedures, an acknowledgment and ability to cater for the diversity of learning styles, and a cooperative, collegial and safe *working* and *learning* environment. Single-sex classes within a coeducational context may provide one avenue for this to occur as outlined in the following case studies.

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WORKSHOP L
SINGLE SEX CLASSES - DO THEY WORK FOR BOYS AND GIRLS?

Susan Boylen and Jim Watterston

Susan Boylen is an experienced primary teacher working at Clarkson Primary School, a large urban primary school in Perth, Western Australia. Since the beginning of 1999, she and a male colleague have been conducting a pilot project in their combined Year 7 classes. They are trialing single sex classes for English and Maths, and a combined class for other activities.

Jim Watterston
M.Ed., Grad.Dip.Ed.Admin., B.Ed,. Dp.Tch.
Doctor of Education (Current study - completion 2000) University of Western Australia: Research entitled, "Primary Schools as Centres of Lifelong Learning for All."

Jim has been the Principal of Western Australia's largest Primary School for three years. In that time, there has been an acknowledged transformation of a school which has moved from being known for its difficulties and problems to a dynamic environment which is at the cutting edge of education innovation and achievement. Prior to this appointment, Jim has been a successful District Superintendent of Education and a High School Principal.

Single-Sex Classes In A Co-Educational School
.....It really can work!

Introduction

All stakeholders at Clarkson Primary School work hard to live by our ethos, "We Care". To enhance our ability to embody this meaningful statement, we have undertaken a number of proactive initiatives to provide the best possible learning environment for our students.

One such initiative was the establishment of Multi-Age Grouped (MAG) classes, which enabled us to have smaller and more functional classes across years 3 – 5. Another initiative has been the development of the practice of allowing teachers to take their classes through for a second year. This provides a very stable environment for our students, in a school that has quite a transient population.

The creation of the gender specific classes was another of our initiatives designed to address some specific issues in our year 6/7 area.

Purpose

During 1998 we screened our students to establish those students at educational risk in the language area. This screening showed a very high number of year 6 students to be 'at risk', or 'critically at risk', which was defined as being one year or more behind chronological age in attainment. As a result, this became a priority area for our school. Within the year 6 classes we had also encountered a lot of resistance from boys in engaging fully in language activities and discussions. Boys also featured more consistently in our Management of Student Behaviour (MSB) class system, which was presumed to be having an impact on teacher time available to other less disruptive students.

In the wider context, our school was aware of the rising issues of boys in education such as comparatively lower attainment levels, the rising figures in male youth suicide and male violence, and the impact of this on girls and their education. As a result of these factors, we decided for 1999 to trial in two gender specific classes for the language and maths areas, and then recombine those groups in the afternoon for subjects such as Society and Environment, Technology and Enterprise, Science, etc. These two classes were created from two year 7 classes that had worked together in year 6 as a co-operative team, and whose teachers were taking them through to year 7 on the two year rotation.

Parents were regularly consulted during the preparation phase, and all were given the choice of withdrawing their child from the trial and having them placed in the third straight year 7 class. All parents, however, wished their children to participate and remain in the gender based classes. In fact, as the concept was explained during detailed parent briefings, we ended up with a waiting list of additional students as other parents endeavoured to join the program.

Implementation

The two classes commenced operation in 1999. Between 8.40am – 12.20pm the classes were split along gender lines with the boys being taught by the male teacher, the girls by the female teacher. During this time the focus was on the language and maths areas. In the afternoon for the subjects of Society and Environment, Technology and Enterprise, Science, Literature and Health, the classes recombined into a single unit. The two teachers worked as a team during this time.

In consultation with the specialist teachers in music, art and phys ed. it was decided to leave the students as gender based classes. This allowed the teachers to use topics and teaching strategies designed to enhance the student's involvement and interest levels.

Teacher modeling was considered crucial in all areas. For language the boys would see a male engaging in the reading/writing process, while in maths the girls would see a female working. It was hoped this would help break down feelings of language being for girls, and maths for boys. Time was also spent further developing co-operative group working skills in the gender based classes. These skills were referred to and used when the classes were mixed. A variety of learning styles were also used to help engage all learners in a range of activities.

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Experts in working with boys and issues related to their education, were accessed by the teachers in this trial through attendance at the Boys in Education Conference, and participation in the Motivating Boys Workshop. These excellent professional development opportunities were coordinated by the Fremantle Education Centre.

Overcoming the Challenges

- The timetable issues in such a huge primary school required a lot of organisation. After much manipulation by the deputies these issues were resolved and the two groups were able to have concurrent specialist times.

- During early 1999 there was a lot of media coverage of boys in education, unfortunately often using quite negative headlines to grab attention. This resulted in an initial feeling amongst some of the boys that they were a problem or had problems just because they were boys. These issues were dealt with by addressing them with both groups, and focussing on the strengths and talents of all individuals.

- In order to encourage the boys to become fully engaged in language activities, it was necessary to teach emotive language to the boys. Novels read to all boys were chosen especially to promote discussion related to feelings, and how to express and cope with them.

Outcomes

When we reflected on the outcomes over the year, we were pleased with what we felt the strategy had delivered.

- In language the output of work done by the boys had improved considerably, both in quality and quantity. They were much more willing to engage in literary based activities.

- There was a remarkable improvement in the behaviour and engagement in learning of the boys. The number of discipline referrals from this group, when compared to the previous year, had halved.

- In the female gender based class we observed that the very quiet girls were able to be drawn into discussions and began to gain confidence and become more willing to take the risk of voicing their opinions. Later in the year they were better able to speak up in the mixed class.

- There were some excellent gains in the spelling and reading results in both groups when tested as part of our continued language focus. Some of the girls had made quite spectacular improvements, two of them making a jump of four years in the twelve month period. The "critically at risk", and "at risk" numbers were reduced significantly across both groups.

- Parents from the trial classes were surveyed on their observations and feelings about the program. Approximately 70% completed and returned the forms.

Of those returns –

90%	Strongly agreed their child had enjoyed the class	(Question 1).
86%	Strongly agreed their child had been advantaged in the program.	(Question 2).
79%	Strongly agreed the trial had been successful	(Question 3)
83%	Strongly agreed they would recommend others to have their child in a similar class.	(Question 4)

- Specialist teachers reported a high level of satisfaction in working with the gender
- based classes. It had allowed them to work on some topics that would appeal strongly to one particular group they were working with at the time.

As a result of the success of this program it was decided to offer it again in 2000. This time we are focussing the program on two year 6 classes, giving us the flexibility to roll it over in 2001 with the same two teachers on the two year rotation basis. As a strategy for improving educational and social outcomes, it has been highly successful and very well accepted by all concerned.

WORKSHOP L
SINGLE SEX CLASSES - DO THEY WORK FOR BOYS AND GIRLS?

Andrew Leach

Andrew John Leach graduated from Kelvin Grove Teachers' College, Brisbane in 1966 and began teaching at Cairns Central State School .
After 2 years on staff, accepted a principalship of one- teacher school.
Served as principal of 8 primary and secondary departments in a variety of settings across Queensland. School settings included remote locations and schools with indigenous students.. Currently Principal of Buderim Mtn. State School on the Sunshine Coast, 100 km north of Brisbane. Buderim Mtn is a large P-7 primary school with 1050 students and is set in a delightful setting in the heart of the popular Sunshine Coast.
Special interests include performing arts and school based management with a more recent interest in the factors promoting performance of boys.

The Buderim Mtn. Experience

- How we came to think this way
- Getting started- one way to do it
- How has our teaching changed?
- What have we learnt so far?

How we came to think this way about boys in our school

- Teacher concern over achievement levels
- Teacher and parent concern over behaviour
- Teacher concern over attitudes to school and learning
- Whole school approach to solutions were sought
- Discussion groups at staff level
- Various attempts to run special courses

- Lunch time activities for selected children
- Withdrawal model
- Parent education and awareness sessions
- Dinner for dads
- Twilight activity sessions
- ' Male mail' newsletters.

Initial interest by some teachers

- These teachers were committed to making a difference for boys
- These teachers were interested in having a go at a different approach
- Single sex classes seemed to be one way to allow opportunity to do this
- These were experienced practitioners

How did we get the ball rolling?

- Created a climate of support. We had much staff discussion about the whole issue of boys so all suggestions were supported.
- This climate of support extended to the parent group also.
- When we announced the possibility of single -sex classes , we were quietly confident.
- Fortune favours the brave.
- We sold the concept as an option
- We made no promises but demonstrated that we were pretty excited about the project
- Parents had to make the choice
- We demonstrated a strong willingness to try to meet the needs of their children
  What did we notice?

- Immediate enthusiasm generated
- Huge media interest
- High level of debate in school community
- As much interest in parents with girls in Yr 7 as those with boys.
- Very little direct opposition

What difficulties did we have?

- Placating parents who missed out
- Answering media requests
- Trying to be 'miracle makers' for some parents
- Finding research to support initiative

What did teachers notice about boys classes ?

- Boys seemed pleased to not have to compete with girls
- Less interruption due to posturing
- (completed prior to conference)

What did teachers notice about girls classes ?

- The absence of disruption
- The way girls got on with their work
- (completed prior to conference)

What do parents think ?

- Several parents have stated how pleased they are with the arrangement.
- ' Best thing that ever happened'
- ' My child is now doing homework without prompting . This is a first!
- ' My boy is eager to get to school now-every day'

Has it worked ?

- Like much of primary education should be , this project allowed close teacher- student relationships to flourish.
- Where there exists a perception ,what is , is.
- Anecdotal evidence of time on task, enthusiasm, improved attitude is powerfully supportive.
- Whether single sex classes outperform mixed classes we can't say yet.

Key messages

- " Whatever you want to do , do it now. There are only so many tomorrows" Michael Landon.
- There exists a community readiness to do something for boys. It may need a little help from school to make that energy work for you .
- Be honest. There is no magic wand yet. We are helping to discover one.

The issues of boys are such as to demand action now . Doing the same as we've done for years will not produce the results we all want now.

There are many side issues such as competing victim syndrome, gender equity, gender construction, etc., to side track the best intentioned. These issues were purposefully not picked up. We let others do that.

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BUILDING SUPPORT FOR BOYS

WORKSHOPS M, N, O & P

Workshop M Penny Mitchell - Building capacity for working with boys at risk

Workshop N Deb Harman and Richard Fletcher - Utilising Difference - Clarifying rules for men and women teachers

Workshop O Case Studies - boys options

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WORKSHOP M
BUILDING SUPPORT FOR BOYS

Building capacity for working with boys at risk

Penny Mitchell, Research Fellow, Australian Institute of Family Studies

Penny Mitchell (BSc, MPH) is a Research Fellow at the Australian Institute of Family Studies where she has worked on the National Communications Project and the Evaluation of the National Youth Suicide Prevention Strategy. Penny has worked as a researcher in psychology, public health and mental health since 1987 with a focus on service development and evaluation research; transcultural mental health and youth suicide prevention.

Aims

This workshop aims to identify strategies for building the capacity of service systems and communities to work with boys who are at risk of poor mental and emotional health outcomes. It will draw on:

- findings from the evaluation of the National Youth Suicide Prevention Strategy;
- the literature on gender and suicide;
- the experiences of workshop participants.

Background

In Australia rates of completed suicide are higher for males than females in all age groups but the gender ratio is higher for the younger age groups compared to older people.

Rates of completed suicide have increased dramatically over the past 20 years for Australian males aged 15 to 24 compared to rates for females of the same age and other age groups (Cantor, Neulinger, Roth & Spinks 1998). Increases in rates and the gender ratio have been greatest for the younger adolescent age bracket. Since 1969 suicide rates for males in the 15-19 year age group have quadrupled while for females they have increased around 2.5 times. In the 19-24 year age group rates for males have trebled while they have doubled for females. Similar patterns have occurred in other New World countries (Australia, New Zealand, USA and Canada).

Time trend studies show that the increase in suicide rates for young males in Australia began in the early 1960s (Burvill 1980 & Krupinski et al 1994 cited in Cantor et al 1998).

Despite widespread acknowledgment of these statistics there has been a remarkable absence of attention to gender issues in suicide prevention efforts. Of the 42 national demonstration projects funded under the National Youth Suicide Prevention Strategy not

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one focused specifically on males or gender issues and only a small number included discussion of gender issues among the factors explored. Of the 709 programs and activities identified in the Second National Stocktake of Youth Suicide Prevention Programs and Activities, only 41 (5.8%) include males as one of the main population groups targeted and only 7 (1.0%) specifically address male gender issues in program design.

The preponderance of completed suicides among young males compared to females has implications for prevention. Better understanding is required of the (i) interaction between gender and other risk and protective factors for suicide; and (ii) the interaction between gender and the effectiveness of preventative interventions.

The research literature on gender and suicide suggests a number of broad conceptual dimensions that may need to be considered in developing suicide prevention strategies appropriate for young males.

Gender and method of suicide

Males who attempt suicide use more lethal or violent methods than females. Males are more likely to use firearms, hanging and car exhaust than females, who are more likely to use poisoning. Use of hanging among young males has increased steadily since the early 1980s and dramatically since the mid 1980s. Use of motor vehicle exhaust has also increased since the mid 1980s. Use of hanging has also increased among young females but less dramatically so.

Males choice of more lethal methods has been the preferred explanation for higher rates of completed suicide among males despite females' higher rates of attempted suicide. However this explanation raises more questions than it answers.

Utilisation of services

Males with mental health problems underutilise services compared to women, regardless of disability status. The National Survey of Mental Health and Wellbeing found that of women aged 18 years and over with mental disorders, 46 percent used mental health services compared to 29 percent of men (Australian Bureau of Statistics 1997). Other research literature has also found lower levels of help seeking behaviour among males than females.

Gender and culture

Suicide rates are not uniformly higher among males cross culturally. In certain cultures and age groups suicide rates are higher among females. The relationship between gender and suicide appears to be mediated by culturally determined valuing of males and females and culturally determined meanings and acceptability of suicide as a response to adverse life events (Canetto & Lester 1995).

Cultural factors are likely to be important in determining choice of methods of suicide. Cantor et al (1998) have speculated that increased use of hanging among young people in Australia may be partly due to modeling and identification of the act of hanging with a sense of alienation and social rejection. This association may have developed cultural significance in Australia due to the phenomenon of Aboriginal deaths in custody which received considerable publicity in the mid 1980s. Consistent with this other social commentators have observed that young people are experiencing increased alienation from mainstream culture and increased identification with Aboriginal culture and spirituality (Tacey 2000).

It is possible that vulnerable young males may be experiencing this alienation particularly intensely. For example while cultural changes since the 1960s have encouraged young women to explore diverse expressions of the female gender role and this has been encouraged by social institutions, sociologists have not observed an equivalent easing of the restrictions of the 'hard culture' masculinism that has historically characterised the male identity in Australia and other New World or colonial countries (Patience 1992). However while traditional male gender ideals have remained relatively static, socioeconomic changes are limiting the opportunities of young males to meet these traditional gender ideals. This could contribute to increased despondency and alienation among those individuals who see themselves as failing to measure up, while the influence of traditional male gender roles continues to shape males choice of more violent methods of individualistic expression and 'protest' including a wide range of risk taking behaviours.

Males underutilisation of services and lower levels of help seeking are also likely to be fuelled by culturally determined attitudes which value toughness and discourage the admission of weakness and need for support.

Patience (1992) notes that many of the 'hard culture' traditions that shape masculinity in this and other colonial countries "have their roots firmly embedded in the inhumane treatment of Aborigines, the sadism inherent in the convict system and the oppression of (other) ethic groups ..." (p 58). He further argues that:

"What we need to realise is that these experiences will continue to be reproduced in the Australian culture until they are identified and rejected. Culture can be transformed; but only if we are conscious of it" (p 58).

Questions for the workshops to consider

1. Do participants agree or disagree that cultural-gender factors have a role in the declining mental health and wellbeing of young males and in determining their responses to life's problems?

2. How do cultural-gender factors affecting the mental health and wellbeing of boys exert themselves in different socialisation settings such as family, school and the general community? Do parents and professionals have enough knowledge about this?

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3. What roles do professionals in schools and in helping services have in addressing male gender issues as they affect boys developing or exposed to risk factors for suicide and self harm?

4. What skills and resources do professionals in schools and helping services need in order to address these gender issues more effectively?

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WORKSHOP N
UTILISING DIFFERENCE - CLARIFYING THE ROLES FOR MEN AND WOMEN TEACHERS

Deborah Hartman and Richard Fletcher

Deborah Hartman *has been an educator in primary and tertiary education for over twenty years. She has taught primary aged children in Queensland, NSW and the Northern Territory where she worked as a teacher, teacher educator and curriculum developer with Aboriginal communities. Deborah is the mother of two fine young men-in-training and has an interest in the care and education of boys both as a teacher and a parent. She joined the Men and Boys' Program of the Family Action Centre in 1999. She currently offers seminars and workshops on women working with boys and is co-ordinating a post-graduate course in boys' education.*

Richard Fletcher *has taught in secondary schools in Australia, Kenya and The United States. Since January 1996 Richard has been the manager of the Men and Boys Program of the Family Action Centre, University of Newcastle. He has presented seminars to schools and organisations across Australia raising awareness of boys' educational and health issues. He is the co-editor of the Boys in Schools Bulletin.*

In our society, gender remains to be one of the key differences we perceive as significant. Therefore, boys growing up are striving to become men, and girls are striving to become women. As well as the genetic propensities they are born with, boys receive many conflicting social messages about what it is to be a man. The school and the classroom are rich learning environments for these messages about gender. Both male and female teachers need to examine how their attitudes to gender and their actions and reactions in the classroom effect the boys and the girls. By becoming aware of our own attitudes, we can actively decide which messages we choose to send boys about themselves and masculinity through our classroom practices and school structures.

In this workshop women and men, together and in separate groups, will examine and discuss the attributes they value in boys and men. There is a great diversity of opinions. Do you like boys and men to be: sensitive to others? able to discuss things? organised? unshaven? funny? aggressive? caring father? handyman? This may effect your expectations of boys at school and the ways you relate to boys in the classroom.

Boys learn about being male from both men and women. In schools we need to take advantage of the fact that we sometimes have both male and female staff members. When is it a good idea to have a man or a woman? In what situations is it helpful to have both perspectives? How can women recruit men if there are none on staff? The workshop leaders will give examples from schools around Australia and participants will have opportunities to share their own ideas.

Women only

Through role played scenarios familiar to all teachers, the participants in the women's group will explore how their actions and reactions in classroom situations reveal their underlying attitudes. The messages sent by these teacher actions and reactions profoundly influence the concepts both the boys and the girls have about themselves and their gender.

Examples from the practices of women teachers who enjoy and use boys' energy in the classroom, tune in to the ways that boys communicate, and vary lessons to suit all learning styles will be used as discussion starters for women to share ideas on successfully working with boys.

Men only

Using hands-on! Workshop Exercises the men will identify messages that male staff and volunteers are attempting to model for boys and the possible ways to encourage other males to join the schools effort to send positive messages to boys about their transition into being men.

WORKSHOP O
CASE STUDIES - GIVING BOYS OPTIONS

Case Study One
Boys Education and the Local Community

Martin Woodock, Frank Aragu and Christine MacKinnon, Trinity Bay State High School, Qld

*Deputy Principal **Martin Woodcock**, originally from South Australia, a graduate from Flinders University in Arts / Social Sciences and Education, 1980. Began working in the teaching service in urban and rural South Australian schools during 1981-1983. Decided to move to Queensland in 1984 and commenced teaching in Cairns (Trinity Bay SHS) in the Social Science (Geography, Ancient and Modern History) and Junior English areas of the curriculum.*

Headed the History and Geography Departments during the late 80's and eventually took on the appointed role of Head of Department Social Science in the early 90's. Introduced Aboriginal and Torres Strait Islander studies to the senior curriculum in 1997, then one of twelve schools in Queensland to implement the BSSSS trial subject. Has BSSSS District and State Panel experience over the past ten years involved with the ongoing review and moderation of student submissions and school work programs across the State.

Currently one of two Deputy Principals at Trinity Bay State High School, he has been working specifically in the area of Boy's Education initiatives since 1997.

Frank Aragu
Assistant to the Principal (Special Duties)

Frank Aragu was born on Thursday Island where he lived until he was 8 years old. He then moved, with his mother, to Redlynch in Cairns. His first recollection of schooling was that he had no understanding of the teachers written or oral language due to his cultural upbringing. During Years 4, 5 and 6 he and his mother moved back and forth between Cairns and Thursday Island due to cultural protocols and so Frank's education was quite fragmented at this time. Frank completed his secondary education at Cairns State High School and went on to complete an apprenticeship as a motor mechanic.

By chance Frank was offered the opportunity to extend his career pathway by attending Mt Gravatt campus of Griffith University to become a manual arts teacher. He taught at Trinity Bay until late 1998 when he was seconded by the Aboriginal and Torres Strait Islander Branch as an Education Officer, Special Duties. It was during this time that Frank was exposed to the "big picture" and came to a clear realisation that Aboriginal and Torres Strait Islander students across Queensland were, and in fact still are, facing some very real and complex issues within Education. In this role he facilitated workshops for teachers to enhance their cultural awareness and understanding of indigenous students.

Returning to Trinity Bay in 1999 into his current role Frank became more interested in Boys Education through the programs that were already in place at the school. The "Koey Yabba" (Big Brother) initiative, to provide social and emotional support for boys, was the result of Frank's passion to provide indigenous boys in particular with opportunities to be enriched and extended beyond their present capabilities, and to help them develop into fine young men worthy and respectful of their culture and families. Frank has been a vital part of the Boys Education program at Trinity Bay during 1999 and 2000, particularly in respect of indigenous boys and his desire to address issues of a cultural nature.

Christine MacKinnon
Parent Liaison Officer

Christine MacKinnon is currently employed as the Parent Liaison Officer at Trinity Bay State High School. The position is one that essentially addresses the need for parents/families/communities to be more effectively included and involved in the processes of education at multiple levels.

Originally from Sydney, NSW, Christine moved to Cairns in 1981, married and had three sons, now aged 18, 16 and 15. The boys have recently been joined by Sarah, aged 2 ½.

Obviously the experiences and challenges of raising three boys, at times as a sole parent, underpin her interest in Boys Education issues. Significantly though she also identifies boys issues with Sarah and what "building better men" will mean to her.

Christine's involvement in Boys Ed at Trinity Bay was sparked by the invitation of the Deputy Principal to be a parent representative at a Gender Equity Conference held early in 1999. From this point on she became more and more interested and involved in looking at Boys issues both at Trinity Bay and in the wider community and in turn has become much more reflective on experiences with her own sons.

Some of the significant events Christine has been part of during 1999 and 2000 have been the Year 9 Gender Equity Survey, Dads & Lads and Dads & Daughters Breakfasts, Homework and Study Skills (focusing on parents of Yr 9 boys) and 'Supporting Our Sons' Workshops. She has acted in a support role to the Deputy Principal in relation to organisational aspects of the 1999 Regional "Boys In Schools" Conference, the "Evening with Richard Fletcher" Community meeting along with the Peer Reading program and other Boys Ed initiatives.

Christine has been a strong advocate within the school community for the more inclusive involvement of families, and particularly fathers and other male role models, in education.

Boys' Education and the Local Community

The session will focus on the initiatives that the school and its community engaged in during 1999. The main focus has been to raise awareness of the issues that confront schools with regards boys, particularly the student community as well as teachers and administrators through whole school functions, whole year level and small group activities. Parents are vital to the work being done at the school, seen as important partners who need support and can also provide great impetus to projects being worked on at the school. Through the efforts of Christine Mackinnon (Parent Liaison Officer) and Joe Venebles (School Council Chairperson) parents have been encouraged to become more involved with the school and the initiatives being implemented.

The **Peer Reading** strategy has involved two local State Primary Schools (feeder schools). In this program volunteer Year 9 and 10 boys have supported selected Primary School boys (Years 5,6,7) with an emphasis on Literacy through a P-3, 'Support a Reader' Program developed by Education Queensland. This strategy won regional recognition in the 'Showcase for Excellence Awards' implemented by Education Queensland. The strategy has also been expanded to involve year 9, 11 and 12 girls to complement the work being done by the boys in both primary Schools.

The successful work completed during the year was the culmination of previous 'trial and error' planning attempts made to kick start initiatives in the area of Boy's education with varying degrees of success. A small team of enthusiastic people decided to target specific activities as a means of furthering the work done since 1997 and promoting the issues more widely in the school community. The Senior (Year 12) boys were involved in a **'men only'** session during the February Senior leadership Camp. In this session boys worked individually and in small groups to confront topics such as 'father-son relationships', 'school -did it meet their needs?', 'crossing the gender divide' and 'their personal future'.

Working more closely with local Primary schools was seen as a practical way to involve boys, those from Secondary and Primary sectors. A **'Literacy and Reading'** support program was developed which involved (10) Year 9 boys who supported and mentored (20) boys with reading difficulties from Year 5 to 7. The personal benefits for the boys involved as well as the closer links established between the schools indicate that role modeling and students supporting other students, as they learn are just some of the identifiable outcomes of this strategy.

Involving **'Fathers'** in school initiatives was also a major priority at the school. The team promoted two whole school activities, ' Dads and Lads' and 'Dads and Daughters', breakfasts. The main focus of these functions was to promote the importance of Fathers to both boys and girls and that as a school we certainly valued, recognised and encouraged the involvement of 'Fathers' and their sons and daughters at home, in social lives and activities and at school.

The work done by the school culminated in the staging of a **Regional Conference** in Cairns for teachers and educators to showcase the possibilities for others interested in practical initiatives that schools and staff could also attempt in the context of their own school communities.

WORKSHOP O
CASE STUDIES - GIVING BOYS OPTIONS

Case Study Two
A Management Restructure to Enhance Learning and Widen Boys Options in the Arts and Sciences

Presenters: Donna Anderson, Neil Kelly, Barry Winter, Shaun Fardy St Lawrence's College, South Brisbane, Qld.

Donna Anderson *has a wide background in educational institutions. She has worked in the state and independent school systems, as well as TAFE Queensland. Her role has been one of Teacher, Counsellor, Head of Department and Dean of Studies. She has also lectured in 'Education Studies' to preservice teachers at the Queensland University of Technology and the Australian Catholic University.*

Neil Kelly *is currently Head of Art. He has a wide background with boy's education from an art perspective. He has endeavoured to expand the Arts program into the vocational education area to offer boys a supportive framework for further learning.*

Barry Winter *is a Leading Teacher and has extensive experience in the field of Science and Environmental Education. He has taught both in the state and independent sector and has engaged in a variety of projects to engage boys in the development of analytical thinking techniques associated with the scientific method.*

Shaun Fardy *is a Leading Teacher and has been involved in secondary education in Melbourne, Sydney and Brisbane for over 20 years. His expertise lies in the Maths/Science Enrichment area. He has developed and implemented programs for gifted students in this particular area to enable students to develop their skillfulness and to achieve outcomes in scientific and mathematical thinking.*

The Management Structures are a vital component in assisting the educational thrust within a school. At St. Laurence's College, Semester II 1999 saw the introduction of a change in Middle Schooling Management structures from previous traditional patterns. New role descriptions for Heads of Department Middle School were developed, appointments made and personnel are now consolidating various aspects of their portfolio. This has been a major structural change in the academic area and is the beginning of a greater focus on the Middle Schooling years and boys' education. The latter years of primary were also addressed and a Dean of Primary Schooling appointed. St. Laurence's College is in a rare position in having both a Primary and Secondary school on the one campus.

The College attempted to bring in the structural changes in management with minimal interruption to student learning within the classroom. However, as with any major change in an educational institution various issues needed to be addressed and school strategies needed to be put in place to deal with these.

The school engaged in consultation throughout 1999, restructured Term IV for appointment in Semester I, 2000. The newly appointed Heads of Department with their changed position description have now developed strategic plans. The College has needed to implement specific strategies to enable these personnel to approach their job with confidence in a changed climate. The College Administration has employed various methods to achieve this.

This change within the school management structure is only the beginning of a future in the College to enhance boys' learning and address various issues of the Middle Schooling movement.

There are also three projects of significance that will be addressed in this workshop.

These include:

1. Arts in Action – Presenter: Neil Kelly

This course offers students:

- Multiple Pathways (Board/V.E.T.)
- Balance between Board and V.E.T. subjects- assessment load/time management
- V.E.T. courses enrich and enhance related Board subjects
- V.E.T. courses articulate into employment and further study.

It aims to provide students with relevant modules to advance their interests and abilities in any of the following areas - Visual Art, Drama, Media and Music. Full certificate attainment can be achieved by combining a number of subject options. Learners are introduced to a wide variety of knowledge, concepts and practices essential for further study or as entry level requirements to career pathways across the fields of visual arts, media, performance and or music.

Course Outcomes: Learners successfully exiting this course will be able to:

- appraise the technical, economic, aesthetic and social significance of objects, images, events and/or environments in visual arts, media, performance and music
- conduct work practices and work relationships in an ethical, efficient and effective manner
- determine the appropriate use of divergent and convergent processes to achieve desired ends in visual arts, media, performance and music
- prepare a folio of finished pieces in support of application for further study or in seeking initial employment opportunities

2. Experimentation in Analytical Thinking– Presenter: Barry Winter

S.E.C.T.A. -Scientific Experimentation, Creative Thinking & Analysis

SECTA is a science extension program for gifted & talented students in Years 5-8. The program has been operational at SLC in various formats over the past five years.

The aim of this program is to develop analytical thinking skills and an understanding of experimental methodology implicit to scientific investigation. Science is essentially based on convergent thinking, cumulative information and structured problem solving techniques. Nevertheless, the major scientific advances have occurred through a divergence from set rules and a search for better solutions. The challenge of *SECTA* is therefore to encourage students to explore a range of possibilities, to look for alternatives and links in information, and yet also structure their ideas so as to develop a logical approach to problem solving.

Presently, there are three common elements to the program.

The 'Scientific Method' -Experimentation and Analytical Thinking

An understanding of the thinking processes involved in the 'Scientific Method' of inquiry is fundamental to a study of science, but is seldom taught. Consequently, new teaching strategies have been developed which foster 'creativity' and lateral thinking based on motivating students to actively participate in scientific investigation.

GLOBE -Global Learning & Observations to Benefit the Environment

GWBE is an international environmental science research and education program sponsored by CSIRO and United States research agencies. Students learn experimental protocols and conduct an ongoing environmental testing and monitoring program at atmospheric, hydrology and biometry study sites, which have been mapped using GPS technology.

The Annual SLC 'Eggsact Competition'

The first SLC ' Eggsact Competition' was held on April Fool's Day, 1999. Having proved that 'eggs do fly', this year our mission was to 'boldly go where no egg has gone before!' *Eggs in Space* required students to design an eggsceptional functional model for an advanced rocket vehicle to launch a standard 55 g. eggstronout into earth orbit.

It is intended that *SECTA* will better prepare students for further academic studies.

3. Extension Science/Mathematics – Presenter: Shaun Fardy

Last year saw the introduction of a new elective for gifted Year 10 students – Science/Mathematics Enrichment Elective. The following were developed – planning a program, implementation, syllabus, assessment items and evaluation of this elective. The year was organised as follows:

Term 1 Science Enrichment
Term 2 Maths Enrichment
Term 3 Science Enrichment
Term 4 Maths Enrichment

This elective is undertaken apart from "normal" Maths/Science classes.

New strategies and ways to extend the students in both Maths and Science are currently being developed. So far:

- They have undertaken a four-month science project (models, investigations, reports, etc.) which they reported to the class as a 30-minute oral presentation.
- In Term 1 students carried out 16 investigations formulating their own hypothesis, testing, reporting and analysing their results. They were given the problem and they had to investigate it their own way.
- In Term 2, the students were involved with Maths Challenge questions in which they needed to solve difficult and challenging situations mathematically.
- In Term 3 the students are carrying out a number of investigations in which they must solve a task with guidance.

At present, this unit is still being developed this unit in terms of a program and assessment and will be doing so for the remainder of the year.

WORKSHOP P
BUILDING EMPATHY IN BOYS - THE BENEFITS OF RESTORATIVE JUSTICE

Margaret Thorsborne

Margaret Thorsborne is the Managing Director of Transformative Justice Australia (Queensland), a consultancy committed to increasing job satisfaction and productivity by improving workplace and community relationships. With a background in education and counselling, Margaret played an important role in the introduction of Community Conferencing into schools in Queensland and has trained conference facilitators in education, police and justice sectors across Australia, USA and Canada. She remains involved in this important reform in schools. She is currently consultant to the Queensland and New Zealand governments and industry bodies.

The restorative justice process of Community Conferencing used widely in Australian juvenile justice and school behaviour management practices, brings young offenders face to face with the community of people most affected by their behaviour. Community conferencing in a school setting brings together, in the wake of a serious incident of harm, the offender and his or her victim(s) along with their families, and appropriate school personnel. Conducted by a trained facilitator, a series of scripted questions is directed , in order, to the offender, the victim, the victim's supporters (usually family, and sometimes including friends and teachers), then the offenders supporters (family, friends, teachers).

Initially, the offender is asked to describe in his or her own words what he or she has done. By doing so, he/she owns the behaviour and is made accountable for his/her actions. People are then given an opportunity in a safe and structured way to tell their stories, and the group comes to a shared understanding of the harm done. The offender's supporters are often confronted for the first time by the reality of what the young person has done, instead of the sanitised version they've heard previously! The system is also made accountable in this process. This community of people is now in a position to decide what needs to be done to repair that harm, and how to minimise the chance of it happening again. An agreement is reached which reflects primarily the victim's wishes, but is negotiated until all parties are satisfied it is both fair and it reflects the restorative philosophy, ie reparation not retribution.

The agreement also may outline plans to provide appropriate support for any of the participants, including the offender, and may insist that the system be changed in some way. One or more people present take responsibility for monitoring the agreement. The inclusion of all parties affected by the incident reflects a feature of restorative justice - its community approach to problem solving, that community being defined by the incident itself (that is, those who did it, and those who had it done to them).

The sequence of questions in the conference allows the transformation of deeply negative emotions such as contempt, anger, fear, disgust, distress, to shame and surprise, and eventually to interest and relief. Relationships, especially between family members and families and the school are repaired. Participants are united by a sense of community and

cooperation. For victims of violence in particular, and their supporters, the acknowledgement and validation of their trauma by the community of people gathered for a conference, and genuine reassurance that they will be safe in the future, goes some way to healing the damage and allowing them to move on. Offenders in bullying and assault cases are less likely to hit back when the focus of the process is less on punishment and more on reparation.

Many discipline processes in schools place little emphasis on the emotional harm that occurs as a result of antisocial behaviour. Major concerns have centred around which rules have been broken and which sanctions should be applied, along with issues of procedural fairness. If the philosophy of restorative practices such as conferencing were to underpin all our dealings with young people in classrooms and playgrounds, our schools could go some way to building social capital and a sense of belonging in an emotionally healthy community - a community where young people no longer feel the need to resort to extreme violence to deal with their anger, fears, frustrations and humiliations. The restorative justice philosophy represents a real gift for those schools who have understood that sound, healthy relationships are fundamental to their core business, effective teaching and learning.

Restorative practices offer a philosphical alternative to punishment – the repair of relationships damaged by the incident. This focus onrelationships highlights the need to develop emotional intelligence, especially among boys whose behaviour is so often at the mercy of their strong feelings. The theoretical underpinnings of this process which best explain its effectiveness provide insight into what could and should be taught in classrooms if we are to develop emotional intelligence in young people generally and boys in particular. The "macho" script, which so often defines boys' anti-social and risk-taking behaviours can be challenged safely in the deliberate development of self-awareness and empathy via the curriculum, and in policy and practice in the school setting.

Teaching Boys Developing Fine Men Conference

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St. Laurence's College	82 Stephens Street, SOUTH BRISBANE QLD 4101, (W) 617 38441461, (F) 617 38441461
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MEN & BOYS PROGRAM
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The Men & Boys Program

The Program is based in the FAMILY ACTION CENTRE at the University of Newcastle, NSW. The Family Action Centre delivers support programs to marginalised and transient families using staff co-ordinators and trained volunteers. Action research, dissemination of information at all levels and advocacy are core features of the Centre's activities. Since the Men and Boys Program was set up in 1996 (initially as The Men's Health Project), men's and boys' well being has become a broad community concern reaching into areas of education, juvenile justice, cancer screening, fathering and suicide. The three strands, which make up the Men and Boys Program are:

Boyswork - working with schools and with boys to improve health and education outcomes
Boys' behaviours and attitudes are increasingly being regarded as serious problems in our community. Boys low levels of literacy and poor academic achievement are being highlighted alongside traditional concerns with aggression and risk taking. A strategic development in all of these areas is to find ways of dealing with boys, individually and in-groups, which recognises the importance of male identity. To do this will require knowledge about boys and men. It will also require skill development. The seminars, resources, post graduate and training courses offered throughout Australia are an important aspect of the program's work.

The FatherCare Initiative - encouraging positive father involvement in communities
FatherCare promotes a positive social role for all adult males. FatherCare recognises that a new style of fathering is needed, one based on the needs of children for mutually respectful relationships with men. This initiative stresses men's social role in the community (through volunteering for example) as well as in the family. A major development in this work is the undertaking of a long term research project in ways to effectively engage fathers in early childhood services.

Improving Young Mens' Health - research and teaching for better health
Includes the full spectrum of health from illness and disease to physical, emotional and spiritual well being. Much of the research and health service delivery focussed on men has been based on a narrow disease model of health. This approach, as seen by men's poor health outcomes, is now judged to be inadequate. A more social model, incorporating men's identity, is being developed for a range of issues from road traffic injury to depression and nutrition.

Activities undertaken by the Men and Boys Program include:

Conferences
Conferences under the titles Leadership in Boys Education and Working with Boys, Building Fine Men have drawn international perspectives and local experience together. Participants have come from across Australia and New Zealand.

Seminars
Since its inception in January 1996, the Men & Boys Program has provided seminars for education, health, welfare and social service to professionals in all states of Australia and New Zealand. Parent meetings and demonstration sessions with boys have been held in remote rural as well as inner city locations.

Post Graduate Course - Boys Education
The program offers a Post Graduate course through the Faculty of Education, The University of Newcastle. This skills -based course addresses classroom and whole-school based strategies to improve boys' education as well as a theoretical bases for boys' education.

Research
Research has been completed on men's health priorities, boy's needs, father's approaches to teaching driving, and men's behaviours in pharmacies. Research into boys' learning, schools responses to boys' needs and fathers' roles in schools is underway.

Publications
A range of practical classroom resources, including photograph sets, manuals, posters and books have been produced by the program. These resources are in use in schools throughout Australia and are in demand overseas.

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YOUNG PEOPLE AT RISK (YPAR) PROGRAM

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